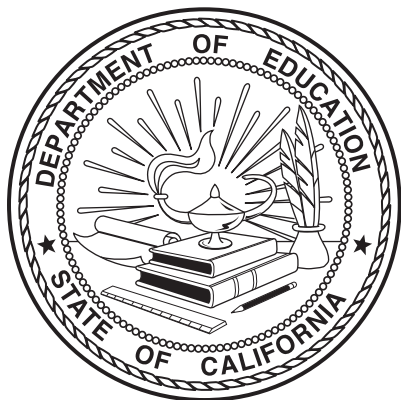


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# **Standardized Testing and Reporting (STAR) Program**

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## **Student Reports**

### **Explaining 2008 STAR Program Student Reports to Parents and Guardians**

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### **Resources for Use by School District and School Staff**

- **Sample Letters**
- **Sample Reports**
- **Guides to Reports**
- **Internet Resources**

**June 2008**

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Prepared by the  
California Department of Education

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Available on the STAR Program Resources Web page at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>

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## 2008 STAR Program

# Purpose of This Packet

Educating students is a team effort. Parents and guardians, students, and schools benefit when the responsibility for learning is shared by the stakeholders. To fully participate as a part of this team, parents and guardians need to know and understand the role the Standardized Testing and Reporting (STAR) Program plays in ensuring that all students achieve California's content standards.

The purpose of *Explaining 2008 STAR Program Student Reports to Parents and Guardians: Resources for Use by School District and School Staff* is to provide material for use by school district and school administrators as they work with staff and parent leaders to prepare special mailings and other notifications about STAR Program test results to parents and guardians.

Included in this packet are an overview of key components of the STAR Program, a chart showing the STAR Student Reports that parents and guardians may receive, sample letters for parents or guardians, and sample STAR Student Reports and guides. The appendix provides a listing of resources that are available on the Internet. This packet is designed for use with *Interpreting 2008 STAR Program Test Results: Information for School District and School Staff*. This companion document provides information about results of the STAR Program tests to help local administrators work with teachers and support staff to prepare them for their roles as key communicators. Both packets are posted on the STAR Program Resources Web page at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

# 2008 STAR Program Overview of Key Program Components

The Standardized Testing and Reporting (STAR) Program is designed primarily to help measure how well students are achieving the California content standards and to provide information about how well schools and school districts are meeting state and federal accountability requirements. All students in grades two through eleven should participate in the STAR Program each spring, including students with disabilities and students who are English learners.

The STAR Program for 2008 has six components:

- The **California Standards Tests (CSTs)** measure students' achievement of California content standards in English–language arts, mathematics, science, and history–social science. These tests are for students in grades two through eleven.
- The **California Achievement Tests, Sixth Edition (CAT/6 Survey)** measure students' achievement of general academic knowledge in core subjects. These norm-referenced tests provide national comparisons for students in grades three and seven only.
- The **California Modified Assessment (CMA)** measures students' achievement of California content standards in English–language arts, mathematics, and, in grade five, science. This assessment is for students with disabilities who meet CMA eligibility criteria approved by the State Board of Education. These tests are for grades three through five in 2008.
- The **California Alternate Performance Assessment (CAPA)** measures students' achievement of California content standards in English–language arts, mathematics, and science. This alternate assessment is for students in grades two through eleven who have significant cognitive disabilities and cannot take the CSTs, even with accommodations or modifications.

- The **Standards-based Tests in Spanish (STS)** measure students' achievement of California content standards in reading/language arts and mathematics in Spanish. This assessment is for Spanish-speaking English learners in grades two through seven in 2008.
- The **Apr enda: La prueba de logros en español, Tercera edición (Apr enda 3)** measures students' achievement of general academic knowledge in Spanish. This norm-referenced test is for Spanish-speaking English learners in grades eight through eleven in 2008.

Individual student results for all components of the STAR Program will arrive in most school districts by August. Within 20 business days after the student reports are received in each school district, they must be distributed to parents and guardians. A chart showing the 2008 student reports of STAR Program test results, which parents and guardians receive, is provided on page 8.

Group results for schools, school districts, counties, and the state are posted in August on the STAR Results Web page at <http://star.cde.ca.gov>. For student privacy, individual student's results and results for groups or schools with ten or fewer scores are not posted.

# 2008 STAR Program

## Understanding Which Student Report(s) Parents and Guardians Receive

The chart on the next page shows five different Standardized Testing and Reporting (STAR) Program student reports (grades two through eleven), which are provided for parents and guardians in accordance with the following guidelines:

- **Report 1: California Standards Tests (CSTs)**

This report provides results for students who took the CSTs; the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey); and the Early Assessment Program (EAP). This includes students with disabilities and students who are English learners.

- **Report 2: California Modified Assessment (CMA)**

This report provides CMA results for students with disabilities who met the eligibility criteria approved by the State Board of Education.

- **Report 3: California Alternate Performance Assessment (CAPA)**

This report provides CAPA results for students with significant cognitive disabilities who could not take the CSTs, even with accommodations or modifications.

- **Report 4: Standards-based Tests in Spanish (STS) or Report 5: Aprenda: La prueba de logros en español, Tercera edición (Aprenda 3)**

These reports provide results for Spanish-speaking English learners who took a designated primary language test in addition to the STAR Program tests given in English. The designated primary language tests include the STS and the Aprenda 3. **Report 4** or **Report 5** may be provided in addition to **Report 1**, which is the STAR Student Report for the CSTs, or **Report 2**, which is the STAR Student Report for the CMA.

## 2008 STAR Student Reports

Each report provides results in the subjects shown on the chart or indicates that the student did not take a test in one or more subjects. Questions about the content of the tests or the subjects not tested should be directed to the student's teacher(s).

Grade	Report 1: CSTs					Report 2: CMA	Report 3: CAPA	Report 4: STS	Report 5: Apenda 3
	CSTs			CAT/6 Survey	EAP*				
	English– Language Arts	Mathematics	Science	History– Social Science	Reading Language Spelling Mathematics	English– Language Arts Mathematics	English– Language Arts Mathematics	Reading/ Language Arts Mathematics	Reading Language Mathematics
2	✓	✓					✓	✓	
3	✓	✓			✓	✓ <sup>†</sup>	✓	✓	
4	✓ <sup>‡</sup>	✓				✓	✓	✓	
5	✓	✓	✓			✓ <sup>§</sup>	✓ <sup>§</sup>	✓	
6	✓	✓					✓	✓	
7	✓ <sup>‡</sup>	✓			✓		✓	✓	
8	✓	✓	✓	✓			✓ <sup>§</sup>		✓ <sup>**</sup>
9	✓	✓	✓	✓			✓		✓
10	✓	✓	✓	✓			✓ <sup>§</sup>		✓
11	✓	✓	✓	✓		✓	✓		✓

\* Students in grade eleven may take the English EAP test and/or the mathematics EAP test. These voluntary tests assess the readiness of eleventh graders to take entry-level courses in these subjects at a California State University campus.

† The STAR Student Report for the CMA includes CAT/6 Survey results.

‡ For the CST in English–language arts, students in grades four and seven also complete a writing task. The score for the writing task is combined with results of multiple-choice questions to produce the overall score for English–language arts.

§ Students who take the CMA in grade five also may take a CMA in science; students who take the CAPA in grade five, eight, and ten also are assessed in science.

\*\* Spelling is tested on the Apenda 3 in grade eight only.

### Note: Complete names for STAR Program tests:

**CSTs** – California Standards Tests; **CAT/6 Survey** – California Achievement Tests; Sixth Edition Survey; **EAP** – Early Assessment Program;

**CMA** – California Modified Assessment; **CAPA** – California Alternate Performance Assessment; **STS** – Standards-based Tests in Spanish;

**Apenda 3** – Apenda: La prueba de logros en español, Tercera edición



## 2008 STAR Program

# Sample Letter for Parents or Guardians

## California Standards Tests — Grades Two Through Eight

**NOTE:** Before this letter is distributed, be sure to insert the information required in the final paragraph (as indicated in the bold brackets).

Dear Parent or Guardian:

Enclosed is the STAR Student Report that provides your child's 2008 test results for the California Standards Tests (CSTs). These tests are an important part of the California Standardized Testing and Reporting (STAR) Program. The purpose of the CSTs is to determine how well students are achieving California's content standards.

The CSTs were given in the following grades and subjects:

- Grades two, three, four, six, and seven
  - English–language arts
  - Mathematics
- Grade five
  - English–language arts
  - Mathematics
  - Science
- Grade eight
  - English–language arts
  - Mathematics
  - Science
  - History–social science

Students answered the multiple-choice questions on the CSTs by selecting one of four options as the correct answer. For the CST in English–language arts, students in grades four and seven also were required to write a response to a writing task. Scores on the multiple-choice questions and the writing task were combined to determine the overall score for the CST in English–language arts.

**Grades three  
and seven only**

An additional component of the STAR Program, the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey), was given to students in grades three and seven. The CAT/6 Survey series assess students in reading, language, spelling, and mathematics. Results of the CAT/6 Survey also are included in the STAR Student Report for the CSTs for grades three and seven.

The STAR Student Report provides overall scale scores, performance levels, and content area results for each subject tested on a CST. Scale scores are based on the percentage of questions answered correctly and determine the student's level of performance for each subject tested. There are five performance levels: advanced, proficient, basic, below basic, or far below basic. The state target is for all students to perform at the proficient or advanced level on the CSTs. If your child's performance does not meet the state target in one or more subjects tested, you are encouraged to schedule a meeting with your child's teacher(s) to discuss assistance the school can provide to help your child improve his or her academic progress.

It is important to keep in mind that the STAR Student Report for the CSTs is only one source of information about the progress your child is making in school. Classroom work, grades, and other test results also should be reviewed for a more complete picture of your child's academic progress.

If you have any questions, please contact the school at **[insert contact information]** or talk with your child's teacher(s). You also are invited to attend a STAR Program information meeting being held **[insert date]** at **[insert time]** in **[insert school location]**. We look forward to talking with you about your child's educational achievements.

Sincerely,

## 2008 STAR Program

# Sample Letter for Parents or Guardians

## California Standards Tests — Grades Nine Through Eleven

**NOTE:** Before this letter is distributed, be sure to insert the information required in the final paragraph (as indicated in the bold brackets).

Dear Parent or Guardian:

Enclosed is the STAR Student Report that provides your child's 2008 test results for the California Standards Tests (CSTs). These tests are an important part of the California Standardized Testing and Reporting (STAR) Program. The purpose of the CSTs is to determine how well students are achieving California's content standards.

The CSTs were given in the following grades and subjects:

- Grades nine, ten, and eleven
  - English–language arts
  - Mathematics
  - Science
  - History–social science

Students answered the multiple-choice questions on the CSTs by selecting one of four options as the correct answer.

The STAR Student Report provides overall scale scores, performance levels, and content area results for each subject tested by a CST. Scale scores are based on the percentage of questions answered correctly and determine the student's level of performance for each subject tested. There are five performance levels: advanced, proficient, basic, below basic, or far below basic. The state target is for all students to perform at the proficient or advanced level on the CSTs. If your child's performance does not meet the state target in one or more subjects tested, you are encouraged to schedule a meeting with your child's teacher(s) or counselor to discuss assistance the school can provide to help your child improve his or her academic progress.

## Grade ten only

Most students in grade ten took two science tests this spring. The first science test covered selected content standards from middle school life sciences and high school biology. This test meets federal requirements for the No Child Left Behind Act of 2001. The second science test was for the science course in which students were enrolled. Results for both science tests are included in the STAR Student Report for the CSTs.

## Grade eleven only

If your child is in grade eleven, he or she may have taken the English Early Assessment Program (EAP) test and/or the mathematics EAP test. These tests assess the readiness of eleventh graders to take entry-level courses at a California State University campus in these core subjects. The EAP results are intended to give students information about additional skills they may need to develop during their senior year of high school so that they will be ready to enroll in baccalaureate courses when they enter college. Results for students who take one or both of the EAP tests are provided on the back of the STAR Student Report for the CSTs.

It is important to keep in mind that the STAR Student Report for the CSTs is only one source of information about the progress your child is making in school. Classroom work, grades, and other test results also should be reviewed for a more complete picture of your child's academic progress.

If you have any questions about your child's report(s), please contact the school at **[insert contact information]** or talk with your child's teacher(s) or counselor. You also are invited to attend a STAR Program information meeting being held **[insert date]** at **[insert time]** in **[insert location]**. We look forward to talking with you about your child's educational achievements.

Sincerely,

## 2008 STAR Program

# Sample Letter for Parents or Guardians

## California Modified Assessment — Grades Three Through Five

**NOTE:** This letter is to be used if only the CMA is being sent out. Before this letter is distributed, be sure to insert the information required in the final paragraph (as indicated in the bold brackets).

Dear Parent or Guardian:

Enclosed is the STAR Student Report that provides your child's 2008 test results for the California Modified Assessment (CMA). This test is an important part of the California Standardized Testing and Reporting (STAR) Program.

The purpose of the CMA is to determine how well students are achieving California's content standards in English–language arts, mathematics, and science. It is for students with an individualized education program (IEP) who meet eligibility criteria adopted by the State Board of Education.

The CMA was given in the following grades and subjects:

- Grades three and four
  - English–language arts
  - Mathematics
- Grade five
  - English–language arts
  - Mathematics
  - Science

Students answered the multiple-choice questions on the CMA by selecting one of three options as the correct answer. The STAR Student Report for the CMA provides a percent correct score for each subject tested.

Your child also may have participated in the STAR Program by taking the California Standards Tests (CSTs) in one or more subjects. Students in grade three who took the CMA also took the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey). Results of the CMA and CSTs are reported on separate STAR Student Reports, which may arrive separately. Results of the CAT/6 Survey may be included in the CST report and/or the CMA report.

It is important to keep in mind that the STAR Student Report for the CMA is only one source of information about the progress your child is making in school. Classroom work, grades, and other test results also should be reviewed for a more complete picture of your child's academic progress.

If you have any questions about the CMA, the CSTs, or your child's report(s), please contact the school at **[insert contact information]** or talk with your child's teacher(s). You also are invited to attend a STAR Program information meeting being held **[insert date]** at **[insert time]** in **[insert location]**. We look forward to talking with you about your child's educational achievements.

Sincerely,

## 2008 STAR Program

# Sample Letter for Parents or Guardians

### California Modified Assessment and California Standards Tests — Grades Three Through Five

**NOTE:** This letter is to be used if CMA and CST reports are to be sent together. Before this letter is distributed, be sure to insert the information required in the final paragraph (as indicated in the bold brackets).

Dear Parent or Guardian:

Enclosed are the STAR Student Reports that provide your child's 2008 test results for the California Modified Assessment (CMA) and the California Standards Tests (CSTs). These tests are an important part of the California Standardized Testing and Reporting (STAR) Program.

The purpose of these tests is to determine how well students are achieving California's content standards in English–language arts, mathematics, and science. The CMA is for students with an individualized education program (IEP) who meet eligibility criteria adopted by the State Board of Education.

The CST or CMA was given in the following grades and subjects:

- Grades three and four
  - English–language arts
  - Mathematics
- Grade five
  - English–language arts
  - Mathematics
  - Science

Students answered the multiple-choice questions on the CMA by selecting one of three options as the correct answer. The STAR Student Report for the CMA provides a percent correct score for each subject tested.

Students answered the multiple-choice questions on the CST by selecting one of four options as the correct answer. The STAR Student Report for the CSTs provides overall scale scores, performance levels, and content area results for each subject tested on a CST. For the CST in English–language arts, students in grade four were required to write a response to a writing task. Scores on the multiple-choice questions and the writing task were

combined to determine the overall score for the CST in English–language arts. In 2008, students who took the CMA in English–language arts did not take a writing test.

Students in grade three also took the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey). Results of the CAT/6 Survey may be included in CST report and/or the CMA report.

It is important to keep in mind that the STAR Student Reports for the CMA and for the CSTs are only one source of information about the progress your child is making in school. Classroom work, grades, teacher evaluations, and other test results also should be reviewed for a more complete picture of your child's academic progress.

If you have any questions about the CMA, the CSTs, or your child's reports, please contact the school at **[insert contact information]** or talk with your child's teacher(s). You also are invited to attend a STAR Program information meeting being held **[insert date]** at **[insert time]** in **[insert school location]**. We look forward to talking with you about your child's educational achievements.

Sincerely,



## 2008 STAR Program

# Sample Letter for Parents or Guardians

## California Alternate Performance Assessment — Grades Two Through Eleven

**NOTE:** Before this letter is distributed, be sure to insert the information required in the final paragraph (as indicated in the bold brackets).

Dear Parent or Guardian:

Enclosed is the STAR Student Report that provides your child's 2008 test results for the California Alternate Performance Assessment (CAPA). This test is an important part of the California Standardized Testing and Reporting (STAR) Program.

The purpose of this test is to measure your child's understanding of a selected set of California's content standards for English–language arts, mathematics, and science. (Testing in science occurs in grades five, eight, and ten.)

The CAPA levels are connected to specific grade levels as follows:

- Level I — Grades two through eleven (for the most significantly cognitively disabled students)
- Level II — Grades two and three
- Level III — Grades four and five
- Level IV — Grades six through eight
- Level V — Grades nine through eleven

The STAR Student Report for the CAPA shows the student's CAPA scale scores and performance levels for English–language arts and mathematics. Scale scores are based on the percentage of questions answered correctly and determine the student's level of performance for the subjects tested. A performance level of proficient or advanced indicates that the student is meeting or exceeding the state's target for students taking the CAPA. Performance levels of basic, below basic, and far below basic indicate areas that need improvement. The 2008 CAPA results for science show a percent correct score.

It is important to keep in mind that the STAR Student Report for the CAPA is only one source of information about the progress your child is making in school. Classroom work, grades, and teacher evaluations also should be reviewed for a more complete picture of your child's academic progress.

If you have any questions about the CAPA or your child's report(s), please contact the school at **[insert contact information]** or talk with your child's teacher(s). You also are invited to attend a STAR Program information meeting being held **[insert date]** at **[insert time]** in **[insert location]**. We look forward to talking with you about your child's educational achievements.

Sincerely,

## 2008 STAR Program

# Sample Letter for Parents or Guardians

## Standards-based Tests in Spanish — Grades Two Through Seven

**NOTE:** Before this letter is distributed, be sure to insert the information required in the final paragraph (as indicated in the bold brackets).

Dear Parent or Guardian:

Enclosed is the STAR Student Report that provides your child's 2008 test results for the Standards-based Tests in Spanish (STS). This test is an important part of the California Standardized Testing and Reporting (STAR) Program. The purpose of the STS is to measure your child's understanding of California's content standards for reading/language arts and mathematics when tested in his or her home language of Spanish.

The following subjects were tested by the STS in grades two through seven:

- Reading/language arts
- Mathematics

The enclosed STAR Student Report for the STS (Reporte individual de los resultados de STAR) provides the test results in Spanish.

Your child also may have participated in the STAR Program by taking the California Standards Tests (CSTs) in one or more subjects. If your child was in grade three, four, or five, he or she also may have taken the California Modified Assessment (CMA). Additionally, if your child was in grade three or seven, he or she also took the California Achievement Tests, Sixth Edition Survey (CAT 6/Survey). All of these tests are given in English. The results for these tests are reported in the STAR Student Report for the CSTs or the CMA that may be sent home separately.

It is important to keep in mind that the STAR Student Report for the STS is only one source of information about the progress your child is making in school. Classroom work, grades, other test results, and teacher evaluation also should be reviewed for a more complete picture of your child's academic progress.

If you have questions about the STS or your child's report(s), please contact the school at **[insert contact information]** or talk with you child's teacher(s). You also are invited to attend a STAR Program information meeting being held **[insert date]** at **[insert time]** in **[insert location]**. We look forward to talking with you about your child's educational achievements.

Sincerely,

## 2008 STAR Program

# Sample Letter for Parents or Guardians

## Aprenda: La prueba de logros en español, Tercera edición — Grades Eight Through Eleven

**NOTE:** Before this letter is distributed, be sure to insert the information required in the final paragraph (as indicated in the bold brackets).

Dear Parent or Guardian:

Enclosed is the STAR Student Report that provides your child's 2008 test results for the Aprenda: La prueba de logros en español, Tercera edición (Aprenda 3). This test is an important part of the California Standardized Testing and Reporting (STAR) Program. The purpose of the Aprenda 3 is to measure your child's general academic knowledge when tested in his or her home language of Spanish.

The following subjects were tested by the Aprenda 3 in grades eight through eleven:

- Reading
- Mathematics
- Language
- Spelling (grade eight only)

The enclosed Aprenda 3 Student Report (Informe del Estudiante) provides the test results in Spanish.

Your child also participated in the STAR Program by taking the California Standards Tests (CSTs), given in English. The results for these tests are reported in the STAR Student Report for the CSTs that may be sent home separately.

It is important to keep in mind that the Aprenda 3 Student Report is only one source of information about the progress your child is making in school. Classroom work, grades, other test results, and teacher evaluation also should be reviewed for a more complete picture of your child's academic progress.

If you have questions about the Aprenda 3 or your child's report(s), please contact the school at **[insert contact information]** or talk with you child's teacher(s) or counselor. You also are invited to attend a STAR Program information meeting being held **[insert date]** at **[insert time]** in **[insert location]**. We look forward to talking with you about your child's educational achievements.

Sincerely,

# Sample STAR Student Reports with Parent/Guardian Guides

Sample student reports and interpretive guides for the 2008 STAR Program include the following:

## California Standards Tests (CSTs)

- Grade Four • Grade Eight
- Grade Five • Grade Ten
- Grade Seven • Grade Eleven

The Guide to Your STAR Student Report: CSTs

## California Modified Assessment (CMA)

- Grade Three • Grade Five

The Guide to Your STAR Student Report: CMA

## California Alternate Performance Assessment (CAPA)

- Level III

The Guide to Your STAR Student Report: CAPA

## Standards-based Tests in Spanish (STS)

- Grade Four Spanish Version
- Grade Seven Spanish Version

The Guide to Your STAR Student Report: STS

- English Version
- Spanish Version

## Apr enda: La prueba de logros en español, Tercera edición (Apr enda 3)

- Grade Ten English Version
- Grade Nine Spanish Version

The Guide to Your STAR Student Report: Apr enda 3

- English Version
- Spanish Version

**Note:** Interpretive guides for the STAR Student Reports for the CSTs, the CMA, and the CAPA are available in several languages for parents and guardians. The guides can be found on the Educational Testing Service STAR Web site at <http://www.startest.org> (Outside Source).

# Sample STAR Student Report for the CSTs (Grade Four—Front)

## STAR Student Report


USING ASSESSMENTS TO HELP STUDENTS LEARN

LOCAL ID #: 9999999999  
 STUDENT #: 0000052392    DATE OF BIRTH: 12/22/1997  
 GRADE: 4    TEST DATE: Spring 2008

Dear Parent/Guardian,

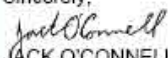
Each year, California's Standardized Testing and Reporting (STAR) Program measures your child's progress in meeting California's world class content standards. These standards describe what all students should know and be able to do at each grade level.


This report shows your child's scores on the STAR Program tests. I encourage you to discuss these results with your child and your child's teacher(s). Besides giving you valuable information about your child's academic strengths and weaknesses, test scores help us understand how well our schools are doing and how we might do better in the most important job of all - preparing students to succeed in school and beyond.

  
 FOR THE PARENT/GUARDIAN OF:  
**MARCUS DAVILA**  
 1234 Main Street  
 City, CA 12345

SCHOOL: CALIFORNIA Elementary School  
 DISTRICT: CALIFORNIA Unified

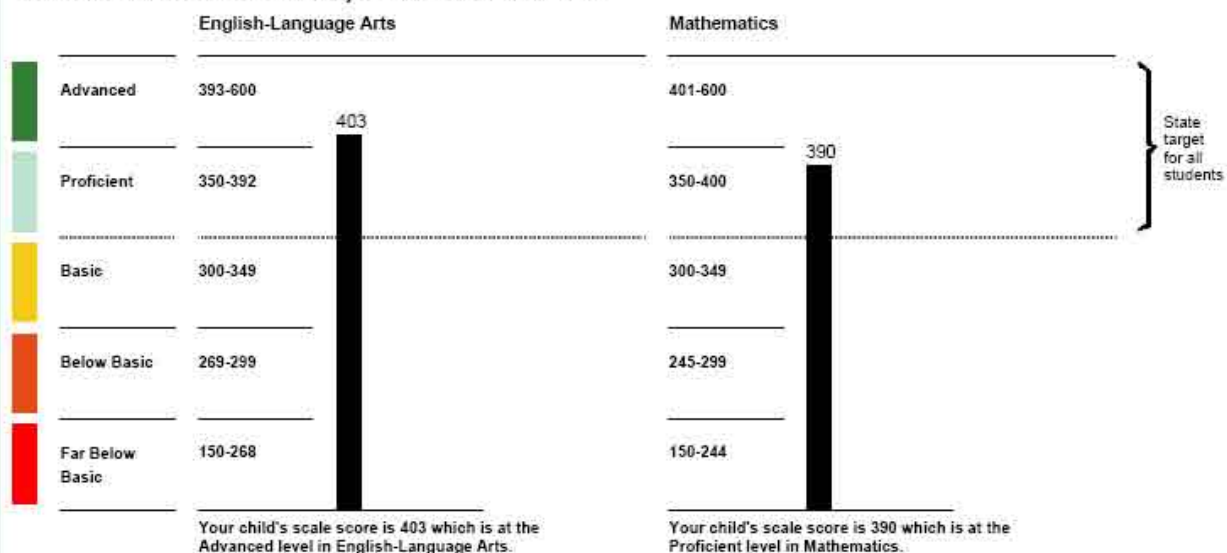
Sincerely,

  
**JACK O'CONNELL**,  
 STATE SUPERINTENDENT OF PUBLIC INSTRUCTION



## Your child's overall results on the California Standards Tests

### Your child's scores and performance levels



Find complete STAR results at <http://star.cde.ca.gov> and your school's Accountability Report Card (SARC) at [www.cde.ca.gov/ta/ac/sa](http://www.cde.ca.gov/ta/ac/sa) or ask for a copy of the SARC at your child's school.

## How should I use these STAR Program results?

These results are one of several tools used to follow your child's educational progress. While they provide an important measure, they should be viewed with other available information about your child's achievement, such as classroom tests, assignments, and grades.

These results are also intended to help ensure your child is getting the best possible education. If your child is not performing at the level you would like, these results can help guide a conversation with your child's teacher in order to help focus on specific areas for improvement.



# Sample STAR Student Report for the CSTs (Grade Four—Back)

MARCUS DAVILA

## Your child's strengths and needs based on these tests

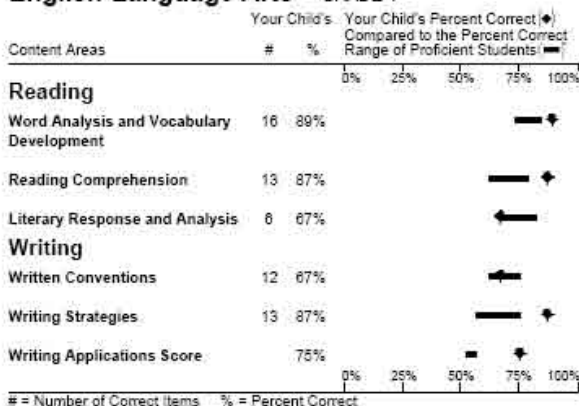
**A NOTE ON USING THIS INFORMATION:** A single test can provide only limited information. A student taking the same test more than once might score higher or lower in each tested area within a small range. You should confirm your child's strengths and needs in these topics by reviewing classroom work, standards-based assessments, and your child's progress during the year.

Find released test items at [www.cde.ca.gov/ta/tg/sr/resources.asp](http://www.cde.ca.gov/ta/tg/sr/resources.asp) and a complete copy of the standards at [www.cde.ca.gov/be/st/ss](http://www.cde.ca.gov/be/st/ss).

In the charts below, your child's percent correct is compared to the percent correct range of students statewide whose performance level was Proficient on the total test. Proficient is the state target for all students.

### English-Language Arts

GRADE 4



#### More about the English-Language Arts Standards

**Word Analysis, Fluency, and Systematic Vocabulary Development:** Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

**Reading Comprehension:** Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).

**Literary Response and Analysis:** Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).

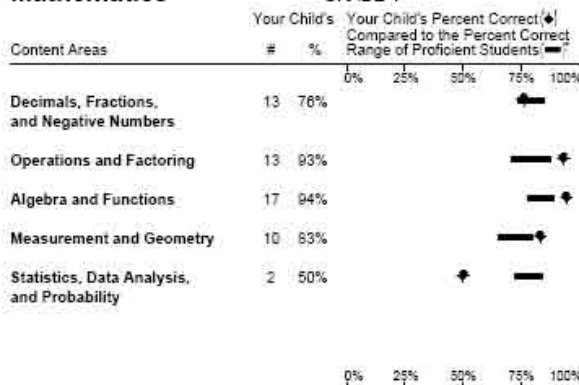
**Written Conventions:** Students write and speak with a command of standard English conventions appropriate to this grade level.

**Writing Strategies:** Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

**Writing Applications:** Students write compositions that describe and explain familiar objects, events, and experiences.

### Mathematics

GRADE 4



#### More about the Mathematics Standards

**Number Sense:** Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers. Students extend their use and understanding of whole numbers to the addition and subtraction of simple decimals. Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations. Students know how to factor small whole numbers.

**Algebra and Functions:** Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences. Students know how to manipulate equations.

**Measurement and Geometry:** Students understand perimeter and area. Students use two-dimensional coordinate grids to represent points and graph lines and simple figures. Students demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems.

**Statistics, Data Analysis, and Probability:** Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings. Students make predictions for simple probability situations.

## California Reading List (CRL)

Your child's recommended California Reading List Number is 7.

This recommended reading list number is based on your child's California English-Language Arts Standards Test score. While the CRL will provide you with a list of titles, no single score will tell you what books your child can or should read. Encourage your child to explore other reading list numbers to find books of interest.

To access the California Reading List:

- Visit <http://star.cde.ca.gov> and click on California Reading List
- Click Search for a Reading List to find books for your child

## More about the STAR Program

Questions about the STAR Program or your child's test results should first be directed to your child's teacher(s). Additional information may be available through the school principal or counselor. Information about the STAR Program, such as sample test questions and statewide tests, also is available on the CDE Web site at [www.cde.ca.gov/ta/tg/sr](http://www.cde.ca.gov/ta/tg/sr).

# Sample STAR Student Report for the CSTs (Grade Five—Front)

## STAR Student Report

USING ASSESSMENTS TO HELP STUDENTS LEARN

LOCAL ID #: 999999999  
 STUDENT #: 0000052392    DATE OF BIRTH: 06/17/1997  
 GRADE: 5    TEST DATE: Spring 2008

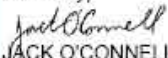
Dear Parent/Guardian,


Each year, California's Standardized Testing and Reporting (STAR) Program measures your child's progress in meeting California's world class content standards. These standards describe what all students should know and be able to do at each grade level.

This report shows your child's scores on the STAR Program tests. I encourage you to discuss these results with your child and your child's teacher(s). Besides giving you valuable information about your child's academic strengths and weaknesses, test scores help us understand how well our schools are doing and how we might do better in the most important job of all - preparing students to succeed in school and beyond.

**FOR THE PARENT/GUARDIAN OF:**  
**SUSAN LONG**  
 1234 Main Street  
 City, CA 12345

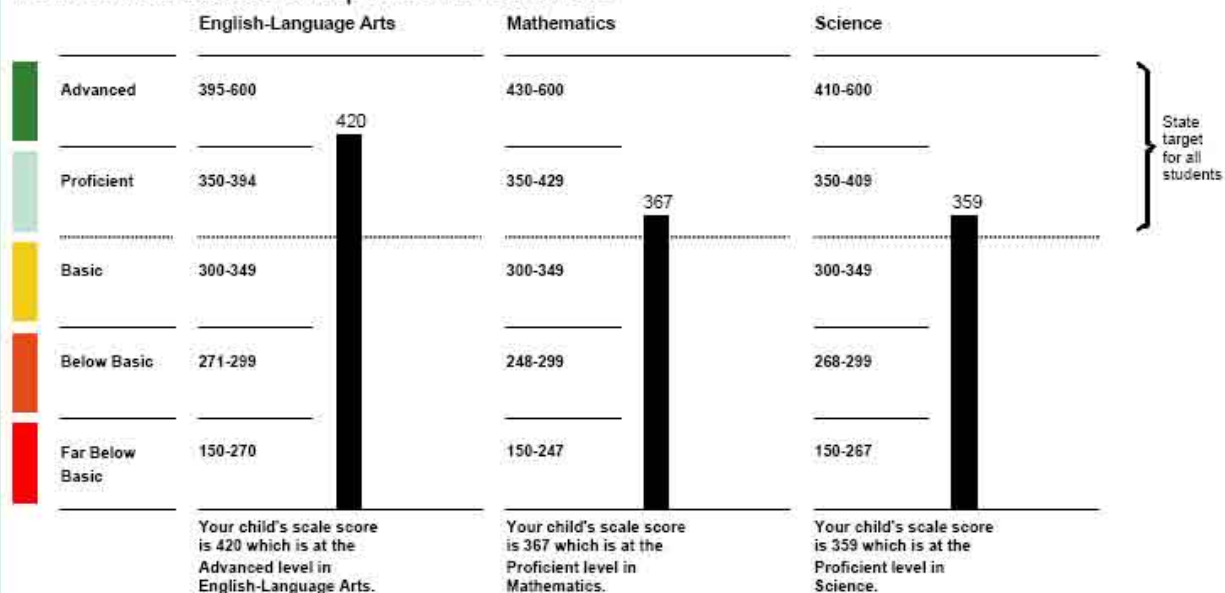
SCHOOL: CALIFORNIA Elementary School  
 DISTRICT: CALIFORNIA Unified

Sincerely,  
  
**JACK O'CONNELL**,  
 STATE SUPERINTENDENT OF PUBLIC INSTRUCTION



## Your child's overall results on the California Standards Tests

### Your child's scores and performance levels



Find complete STAR results at <http://star.cde.ca.gov> and your school's Accountability Report Card (SARC) at [www.cde.ca.gov/ta/ac/sa](http://www.cde.ca.gov/ta/ac/sa) or ask for a copy of the SARC at your child's school.

## How should I use these STAR Program results?

These results are one of several tools used to follow your child's educational progress. While they provide an important measure, they should be viewed with other available information about your child's achievement, such as classroom tests, assignments, and grades.

These results are also intended to help ensure your child is getting the best possible education. If your child is not performing at the level you would like, these results can help guide a conversation with your child's teacher in order to help focus on specific areas for improvement.



# Sample STAR Student Report for the CSTs (Grade Five—Back)

SUSAN LONG

## Your child's strengths and needs based on these tests

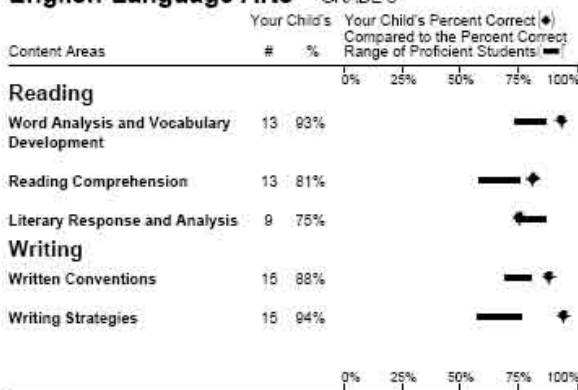
**A NOTE ON USING THIS INFORMATION:** A single test can provide only limited information. A student taking the same test more than once might score higher or lower in each tested area within a small range. You should confirm your child's strengths and needs in these topics by reviewing classroom work, standards-based assessments, and your child's progress reports during the year.

Find released test items at [www.cde.ca.gov/ta/tg/sr/resources.asp](http://www.cde.ca.gov/ta/tg/sr/resources.asp) and a complete copy of the standards at [www.cde.ca.gov/be/st/ss](http://www.cde.ca.gov/be/st/ss).

\* In the charts below, your child's percent correct is compared to the percent correct of students statewide whose performance level was Proficient. Proficient is the state target for all students.

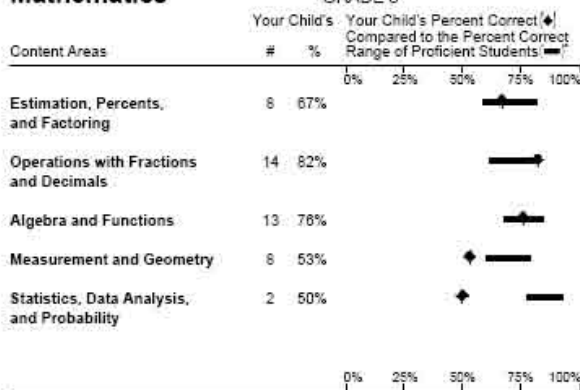
### English-Language Arts

GRADE 5



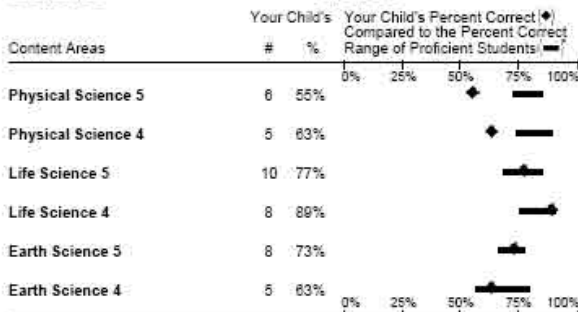
### Mathematics

GRADE 5



### Science

GRADE 5



### Additional Resources

California's content standards for English-language arts, mathematics, science, and history-social science describe what all students should know and be able to do by the end of each grade level or high school course. The California Standards Tests assess how well students in California public schools are acquiring the skills and knowledge specified in these standards. There are separate California Content Standards for each of the four content areas. The standards are available at [www.cde.ca.gov/be/st/ss](http://www.cde.ca.gov/be/st/ss) on the Internet.

### California Reading List (CRL)

Your child's recommended California Reading List Number is 10.

This recommended reading list number is based on your child's California English-Language Arts Standards Test score. While the CRL will provide you with a list of titles, no single score will tell you what books your child can or should read. Encourage your child to explore other reading list numbers to find books of interest.

To access the California Reading List:

- Visit <http://star.cde.ca.gov> and click on California Reading List
- Click Search for a Reading List to find books for your child

### More about the STAR Program

Questions about the STAR Program or your child's test results should first be directed to your child's teacher(s). Additional information may be available through the school principal or counselor. Information about the STAR Program, such as sample test questions and statewide tests, also is available on the CDE Web site at [www.cde.ca.gov/ta/tg/sr](http://www.cde.ca.gov/ta/tg/sr).

# Sample STAR Student Report for the CSTs (Grade Seven—Front)

## STAR Student Report

USING ASSESSMENTS TO HELP STUDENTS LEARN

LOCAL ID #: 9999999999  
 STUDENT #: 0000052392    DATE OF BIRTH: 02/04/1995  
 GRADE: 7    TEST DATE: Spring 2008

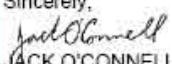
Dear Parent/Guardian,


Each year, California's Standardized Testing and Reporting (STAR) Program measures your child's progress in meeting California's world class content standards. These standards describe what all students should know and be able to do at each grade level.

This report shows your child's scores on the STAR Program tests. I encourage you to discuss these results with your child and your child's teacher(s). Besides giving you valuable information about your child's academic strengths and weaknesses, test scores help us understand how well our schools are doing and how we might do better in the most important job of all - preparing students to succeed in school and beyond.

**FOR THE PARENT/GUARDIAN OF:**  
**ARTHUR BELL**  
 1234 Main Street  
 City, CA 12345

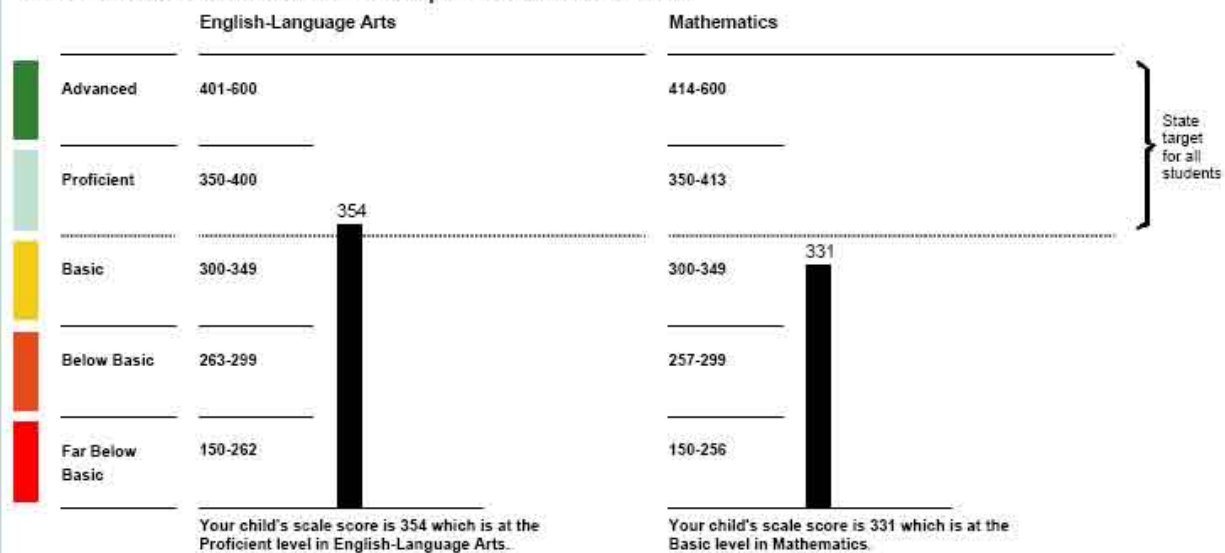
SCHOOL: CALIFORNIA Middle School  
 DISTRICT: CALIFORNIA Unified

Sincerely,  
  
**JACK O'CONNELL**,  
 STATE SUPERINTENDENT OF PUBLIC INSTRUCTION



## Your child's overall results on the California Standards Tests

### Your child's scale scores and performance levels



Find complete STAR results at <http://star.cde.ca.gov> and your school's Accountability Report Card (SARC) at [www.cde.ca.gov/ta/ac/sa](http://www.cde.ca.gov/ta/ac/sa) or ask for a copy of the SARC at your child's school.

## How should I use these STAR Program results?

These results are one of several tools used to follow your child's educational progress. While they provide an important measure, they should be viewed with other available information about your child's achievement, such as classroom tests, assignments, and grades.

These results are also intended to help ensure your child is getting the best possible education. If your child is not performing at the level you would like, these results can help guide a conversation with your child's teacher in order to help focus on specific areas for improvement.



# Sample STAR Student Report for the CSTs (Grade Seven—Back)

ARTHUR BELL

## Your child's strengths and needs based on these tests

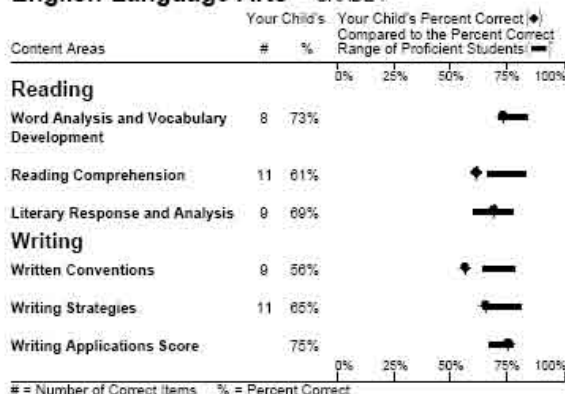
**A NOTE ON USING THIS INFORMATION:** A single test can provide only limited information. A student taking the same test more than once might score higher or lower in each tested area within a small range. You should confirm your child's strengths and needs in these topics by reviewing classroom work, standards-based assessments, and your child's progress during the year.

Find released test items at [www.cde.ca.gov/ta/tg/sr/resources.asp](http://www.cde.ca.gov/ta/tg/sr/resources.asp) and a complete copy of the standards at [www.cde.ca.gov/be/st/ss](http://www.cde.ca.gov/be/st/ss).

In the charts below, your child's percent correct is compared to the percent correct range of students statewide whose performance level was Proficient on the total test. Proficient is the state target for all students.

### English-Language Arts

GRADE 7



#### More about the English-Language Arts Standards

**Word Analysis, Fluency, and Systematic Vocabulary Development:** Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

**Reading Comprehension:** Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization and purpose.

**Literary Response and Analysis:** Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works.

**Written Conventions:** Students write and speak with a command of standard English conventions appropriate to this grade level.

**Writing Strategies:** Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

**Writing Applications:** Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre.

### California Reading List (CRL)

Your child's recommended California Reading List Number is 10.

This recommended reading list number is based on your child's California English-Language Arts Standards Test score. While the CRL will provide you with a list of titles, no single score will tell you what books your child can or should read. Encourage your child to explore other reading list numbers to find books of interest.

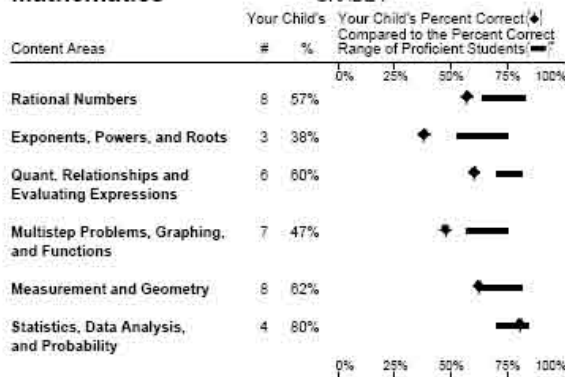
- To access the California Reading List:
- Visit <http://star.cde.ca.gov> and click on California Reading List.
  - Click Search for a Reading List to find books for your child.

### More about the STAR Program

Questions about the STAR Program or your child's test results should first be directed to your child's teacher(s). Additional information may be available through the school principal or counselor. Information about the STAR Program, such as sample test questions and statewide tests, also is available on the CDE Web site at [www.cde.ca.gov/ta/tg/sr](http://www.cde.ca.gov/ta/tg/sr).

### Mathematics

GRADE 7



#### More about the Mathematics Standards

**Number Sense:** Students know the properties of, and compute with, rational numbers, expressed in a variety of forms. Students use exponents, powers, and roots and use exponents in working with fractions.

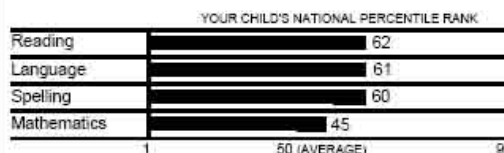
**Algebra and Functions:** Students express quantitative relationships by using algebraic terminology, expressions, equations, inequalities, and graphs. Students interpret and evaluate expressions involving integer powers and simple roots. Students graph and interpret linear and some nonlinear functions. Students solve simple linear equations and inequalities over the rational numbers.

**Measurement and Geometry:** Students choose appropriate units of measure and use ratios to convert within and between measurement systems. Students compute the perimeter, area, and volume of common geometric objects and use the results to find measures of less common objects. Students know the Pythagorean theorem and deepen their understanding of plane and solid geometric shapes by constructing figures that meet given conditions and identifying attributes of figures.

**Statistics, Data Analysis, and Probability:** Students collect, organize, and represent data sets that have one or more variables and identify relationships among variables within a data set by hand and through the use of an electronic spreadsheet software program.

### National comparison

As part of the STAR Program, your child took a test called the CAT/6 Survey, which shows how your child performed in basic skills as compared to a sample of students tested throughout the United States. The graphs below use "percentile ranks" to show your child's performance. For example, a percentile rank of 40 in reading means that your child scored as well as or better than 40% of students tested in the sample. The lowest possible percentile rank is 1, while the highest possible percentile rank is 99.




# Sample STAR Student Report for the CSTs (Grade Eight—Front)

## STAR Student Report

USING ASSESSMENTS TO HELP STUDENTS LEARN

LOCAL ID # 999999999  
 STUDENT # 0000052392 DATE OF BIRTH: 06/13/1994  
 GRADE 8 TEST DATE Spring 2008



  
 FOR THE PARENT/GUARDIAN OF  
**JESUS C AGUILAR**  
 1247 Main Street  
 City, CA 12345

SCHOOL: CALIFORNIA Middle School  
 DISTRICT: CALIFORNIA Unified

Dear Parent/Guardian,

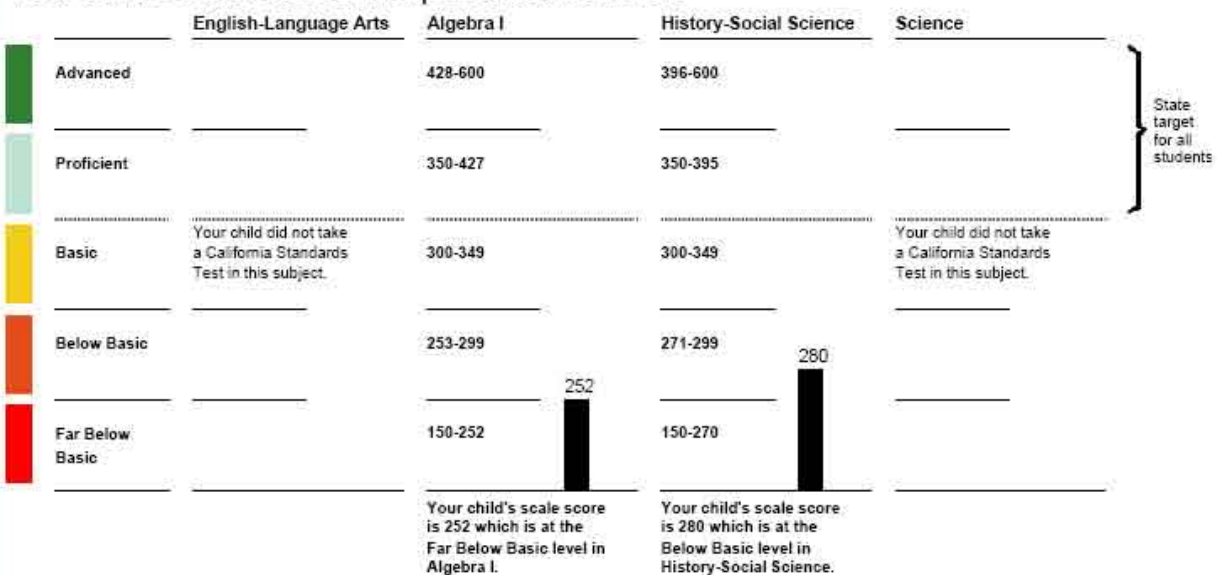
Each year, California's Standardized Testing and Reporting (STAR) Program measures your child's progress in meeting California's world class content standards. These standards describe what all students should know and be able to do at each grade level.

This report shows your child's scores on the STAR Program tests. I encourage you to discuss these results with your child and your child's teacher(s). Besides giving you valuable information about your child's academic strengths and weaknesses, test scores help us understand how well our schools are doing and how we might do better in the most important job of all – preparing students to succeed in school and beyond.

Sincerely,  
  
**JACK O'CONNELL**,  
 STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
 

## Your child's overall results on the California Standards Tests

### Your child's scale scores and performance levels



Find complete STAR results at <http://star.cde.ca.gov> and your school's Accountability Report Card (SARC) at [www.cde.ca.gov/ta/ac/sa](http://www.cde.ca.gov/ta/ac/sa) or ask for a copy of the SARC at your child's school.

## How should I use these STAR Program results?

These results are one of several tools used to follow your child's educational progress. While they provide an important measure, they should be viewed with other available information about your child's achievement, such as classroom tests, assignments, and grades.

These results are also intended to help ensure your child is getting the best possible education. If your child is not performing at the level you would like, these results can help guide a conversation with your child's teacher in order to help focus on specific areas for improvement.



# Sample STAR Student Report for the CSTs (Grade Eight—Back)

JESUS C AGUILAR

## Your child's strengths and needs based on these tests

**A NOTE ON USING THIS INFORMATION:** A single test can provide only limited information. A student taking the same test more than once might score higher or lower in each tested area within a small range. You should confirm your child's strengths and needs in these topics by reviewing classroom work, standards-based assessments, and your child's progress during the year.

Find released test items at [www.cde.ca.gov/ta/tg/sr/resources.asp](http://www.cde.ca.gov/ta/tg/sr/resources.asp) and a complete copy of the standards at [www.cde.ca.gov/be/st/ss](http://www.cde.ca.gov/be/st/ss).

In the charts below, your child's percent correct is compared to the percent correct range of students statewide whose performance level was Proficient on the total test. Proficient is the state target for all students.

### English-Language Arts GRADE 8

Content Areas	Your Child's #	Your Child's %	Your Child's Percent Correct Compared to the Percent Correct Range of Proficient Students
			0% 25% 50% 75% 100%

Your child did not take a California Standards Test in this subject.

### Algebra I

Content Areas	Your Child's #	Your Child's %	Your Child's Percent Correct Compared to the Percent Correct Range of Proficient Students
			0% 25% 50% 75% 100%

Number Properties, Operations, and Linear Equations

Graphing and Systems of Linear Equations

Quadratics and Polynomials

Functions and Rational Expressions

# = Number of Correct Items % = Percent Correct

# = Number of Correct Items % = Percent Correct

### History-Social Science GRADE 8

Content Areas	Your Child's #	Your Child's %	Your Child's Percent Correct Compared to the Percent Correct Range of Proficient Students
			0% 25% 50% 75% 100%

World History and Geography: Ancient Civ.

Late Antiquity and the Middle Ages

Renaissance/Reformation

U.S. Constitution and the Early Republic

Civil War and Its Aftermath

### Science

GRADE 8

Content Areas	Your Child's #	Your Child's %	Your Child's Percent Correct Compared to the Percent Correct Range of Proficient Students
			0% 25% 50% 75% 100%

Your child did not take a California Standards Test in this subject.

## California Reading List (CRL)

Your child's recommended California Reading List Number is 9.

This recommended reading list number is based on your child's California English-Language Arts Standards Test score. While the CRL will provide you with a list of titles, no single score will tell you what books your child can or should read. Encourage your child to explore other reading list numbers to find books of interest.

To access the California Reading List:

- Visit <http://star.cde.ca.gov> and click on California Reading List
- Click Search for a Reading List to find books for your child

## More about the STAR Program

Questions about the STAR Program or your child's test results should first be directed to your child's teacher(s). Additional information may be available through the school principal or counselor. Information about the STAR Program, such as sample test questions and statewide tests, also is available on the CDE Web site at [www.cde.ca.gov/ta/tg/sr](http://www.cde.ca.gov/ta/tg/sr).

# Sample STAR Student Report for the CSTs (Grade Ten—Front)

## STAR Student Report

USING ASSESSMENTS TO HELP STUDENTS LEARN

LOCAL ID #: 999999999  
 STUDENT #: 0000052332    DATE OF BIRTH: 06/21/1993  
 GRADE: 10    TEST DATE: Spring 2008

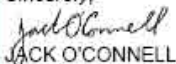
Dear Parent/Guardian,


Each year, California's Standardized Testing and Reporting (STAR) Program measures your child's progress in meeting California's world class content standards. These standards describe what all students should know and be able to do at each grade level.

This report shows your child's scores on the STAR Program tests. I encourage you to discuss these results with your child and your child's teacher(s). Besides giving you valuable information about your child's academic strengths and weaknesses, test scores help us understand how well our schools are doing and how we might do better in the most important job of all – preparing students to succeed in school and beyond.

**FOR THE PARENT/GUARDIAN OF**  
**ABRAHAM CRUZ**  
 1237 Main Street  
 City, CA 12345

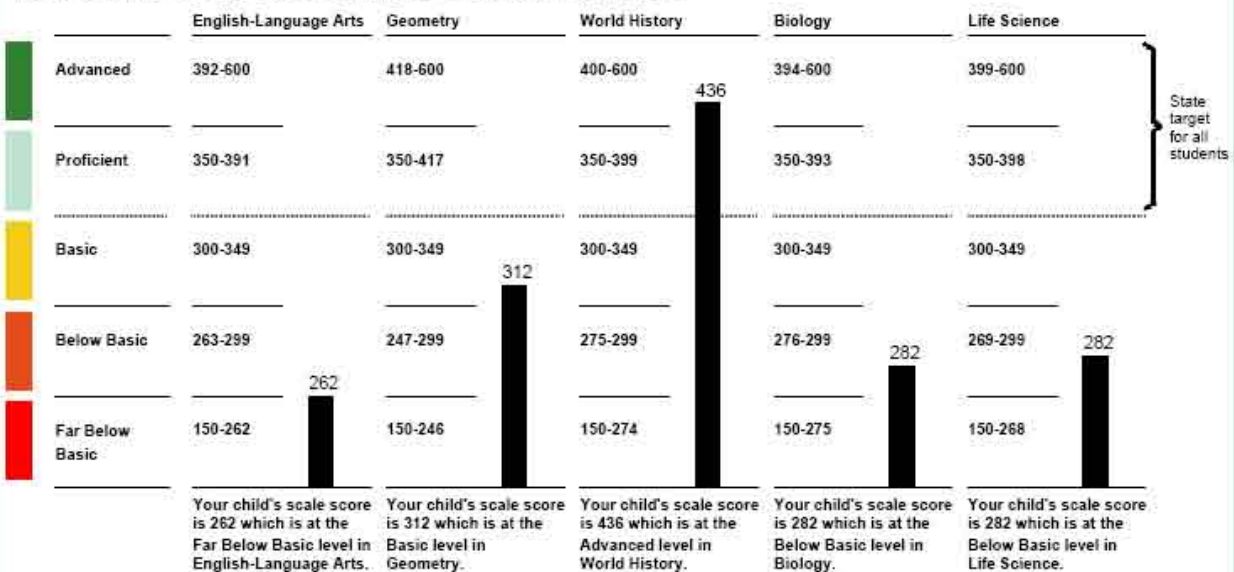
SCHOOL: CALIFORNIA High School  
 DISTRICT: CALIFORNIA Unified

Sincerely,  
  
**JACK O'CONNELL**,  
 STATE SUPERINTENDENT OF PUBLIC INSTRUCTION



## Your child's overall results on the California Standards Tests

### Your child's scale scores and performance levels



Find complete STAR results at <http://star.cde.ca.gov> and your school's Accountability Report Card (SARC) at [www.cde.ca.gov/ta/ac/sa](http://www.cde.ca.gov/ta/ac/sa) or ask for a copy of the SARC at your child's school.

## How should I use these STAR Program results?

These results are one of several tools used to follow your child's educational progress. While they provide an important measure, they should be viewed with other available information about your child's achievement, such as classroom tests, assignments, and grades.

These results are also intended to help ensure your child is getting the best possible education. If your child is not performing at the level you would like, these results can help guide a conversation with your child's teacher in order to help focus on specific areas for improvement.

# Sample STAR Student Report for the CSTs (Grade Ten—Back)

ABRAHAM CRUZ

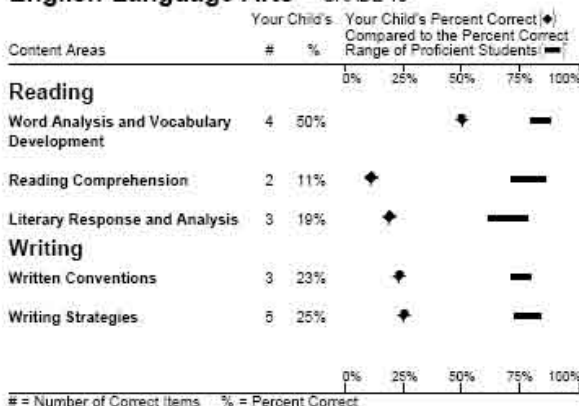
## Your child's strengths and needs based on these tests

**A NOTE ON USING THIS INFORMATION:** A single test can provide only limited information. A student taking the same test more than once might score higher or lower in each tested area within a small range. You should confirm your child's strengths and needs in these topics by reviewing classroom work, standards-based assessments, and your child's progress during the year.

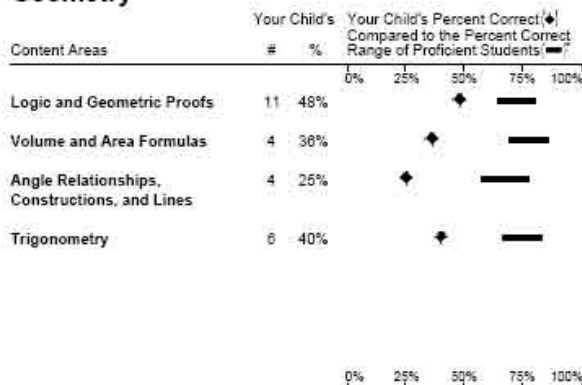
Find released test items at [www.cde.ca.gov/ta/tg/sr/resources.asp](http://www.cde.ca.gov/ta/tg/sr/resources.asp) and a complete copy of the standards at [www.cde.ca.gov/be/st/ss](http://www.cde.ca.gov/be/st/ss).

In the charts below, your child's percent correct is compared to the percent correct range of students statewide whose performance level was Proficient on the total test. Proficient is the state target for all students.

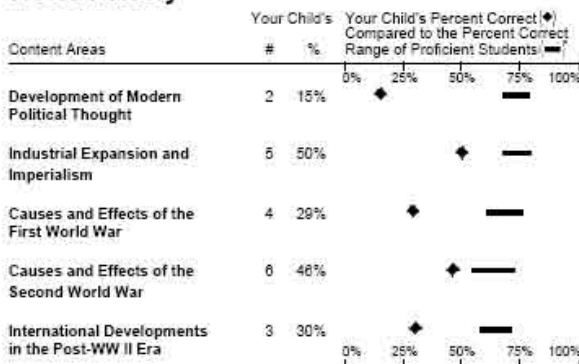
### English-Language Arts GRADE 10



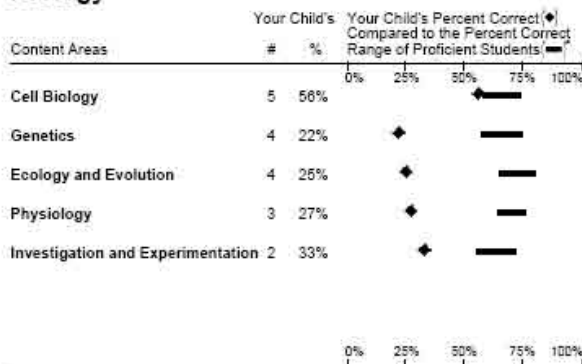
### Geometry



### World History



### Biology



### California Reading List (CRL)

Your child's recommended California Reading List Number is 7.

This recommended reading list number is based on your child's California English-Language Arts Standards Test score. While the CRL will provide you with a list of titles, no single score will tell you what books your child can or should read. Encourage your child to explore other reading list numbers to find books of interest.

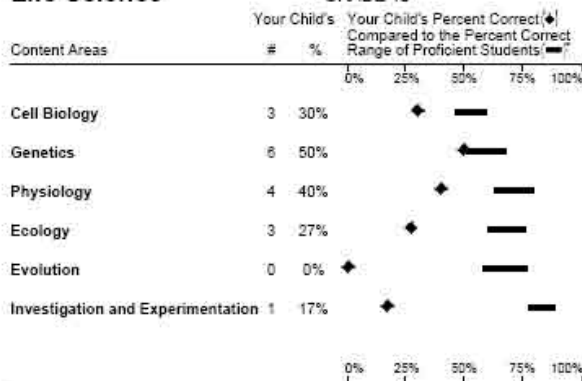
To access the California Reading List:

- Visit <http://star.cde.ca.gov> and click on California Reading List
- Click Search for a Reading List to find books for your child

### More about the STAR Program

Questions about the STAR Program or your child's test results should first be directed to your child's teacher(s). Additional information may be available through the school principal or counselor. Information about the STAR Program, such as sample test questions and statewide tests, also is available on the CDE Web site at [www.cde.ca.gov/ta/tg/sr](http://www.cde.ca.gov/ta/tg/sr).

### Life Science





# Sample STAR Student Report for the CSTs (Grade Eleven—Front)

## STAR Student Report


USING ASSESSMENTS TO HELP STUDENTS LEARN

**LOCAL ID #:** 000088888  
**STUDENT #:** 0000052392    **DATE OF BIRTH:** 05/18/1991  
**GRADE:** 11    **TEST DATE:** Spring 2008

Dear Parent/Guardian,


Each year, California's Standardized Testing and Reporting (STAR) Program measures your child's progress in meeting California's world class content standards. These standards describe what all students should know and be able to do at each grade level.


This report shows your child's scores on the STAR Program tests. I encourage you to discuss these results with your child and your child's teacher(s). Besides giving you valuable information about your child's academic strengths and weaknesses, test scores help us understand how well our schools are doing and how we might do better in the most important job of all – preparing students to succeed in school and beyond.

  
 FOR THE PARENT/GUARDIAN OF  
**AMITA SINGH**  
 1288 Main Street  
 City, CA 12345

**SCHOOL:** CALIFORNIA High School  
**DISTRICT:** CALIFORNIA Unified

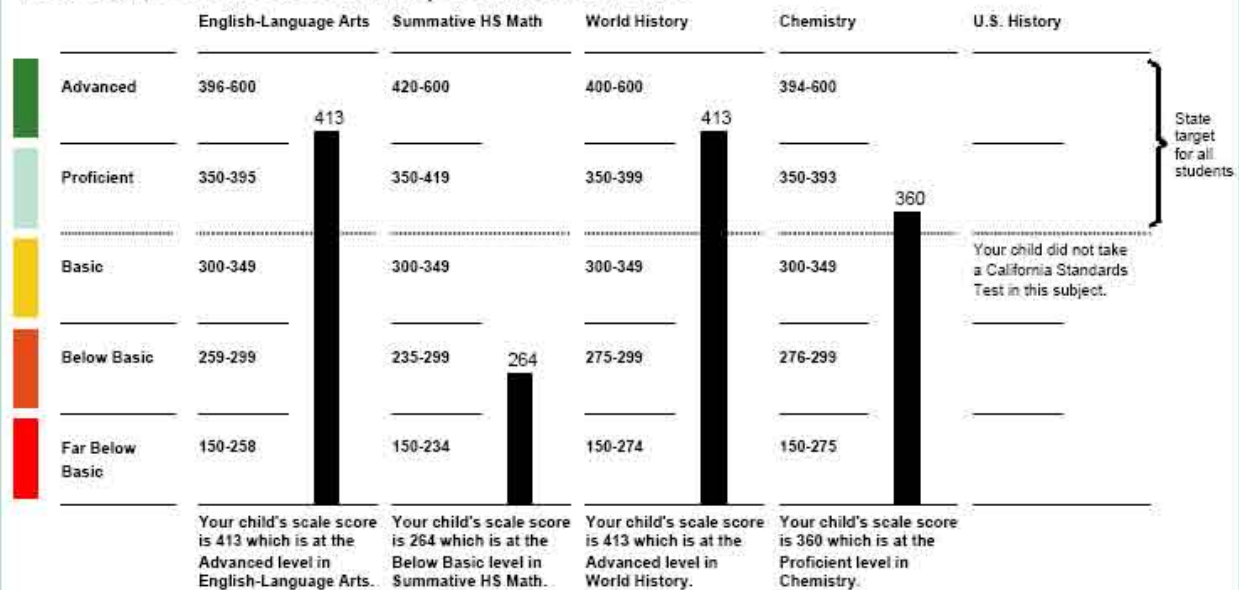
Sincerely,

  
**JACK O'CONNELL**  
 STATE SUPERINTENDENT OF PUBLIC INSTRUCTION



## Your child's overall results on the California Standards Tests

### Your child's scale scores and performance levels



Find complete STAR results at <http://star.cde.ca.gov> and your school's Accountability Report Card (SARC) at [www.cde.ca.gov/ta/ac/sa](http://www.cde.ca.gov/ta/ac/sa) or ask for a copy of the SARC at your child's school.

## How should I use these STAR Program results?

These results are one of several tools used to follow your child's educational progress. While they provide an important measure, they should be viewed with other available information about your child's achievement, such as classroom tests, assignments, and grades.

These results are also intended to help ensure your child is getting the best possible education. If your child is not performing at the level you would like, these results can help guide a conversation with your child's teacher in order to help focus on specific areas for improvement.



# Sample STAR Student Report for the CSTs (Grade Eleven—Back)

AMITA SINGH

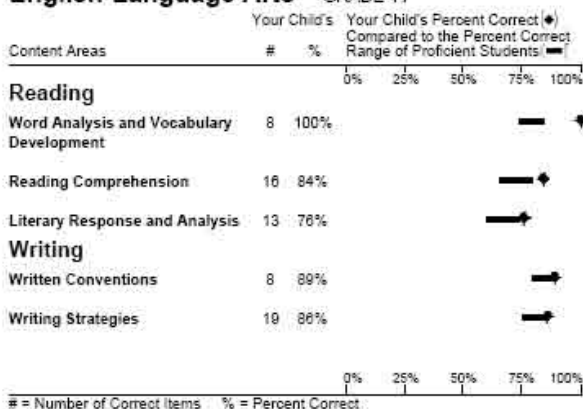
## Your child's strengths and needs based on these tests

**A NOTE ON USING THIS INFORMATION:** A single test can provide only limited information. A student taking the same test more than once might score higher or lower in each tested area within a small range. You should confirm your child's strengths and needs in these topics by reviewing classroom work, standards-based assessments, and your child's progress during the year.

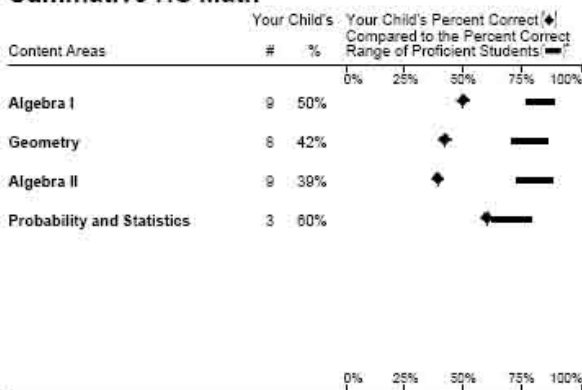
Find released test items at [www.cde.ca.gov/ta/tg/sr/resources.asp](http://www.cde.ca.gov/ta/tg/sr/resources.asp) and a complete copy of the standards at [www.cde.ca.gov/be/st/ss](http://www.cde.ca.gov/be/st/ss).

In the charts below, your child's percent correct is compared to the percent correct range of students statewide whose performance level was Proficient on the total test. Proficient is the state target for all students.

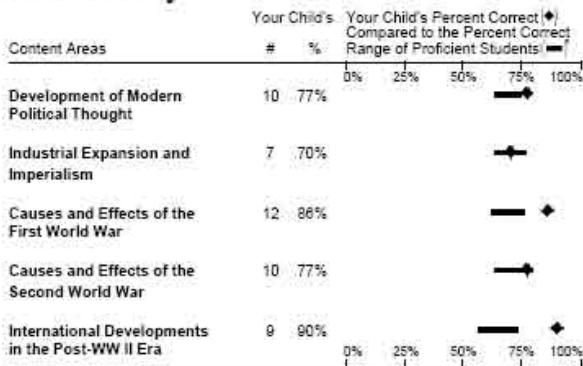
### English-Language Arts GRADE 11



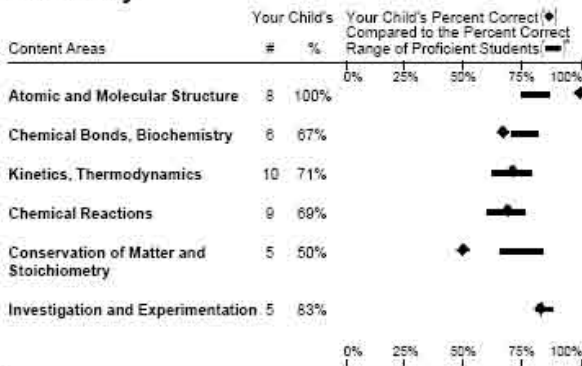
### Summative HS Math



### World History



### Chemistry



### California Reading List (CRL)

Your child's recommended California Reading List Number is 13+.

This recommended reading list number is based on your child's California English-Language Arts Standards Test score. While the CRL will provide you with a list of titles, no single score will tell you what books your child can or should read. Encourage your child to explore other reading list numbers to find books of interest.

To access the California Reading List:

- Visit <http://star.cde.ca.gov> and click on California Reading List
- Click Search for a Reading List to find books for your child

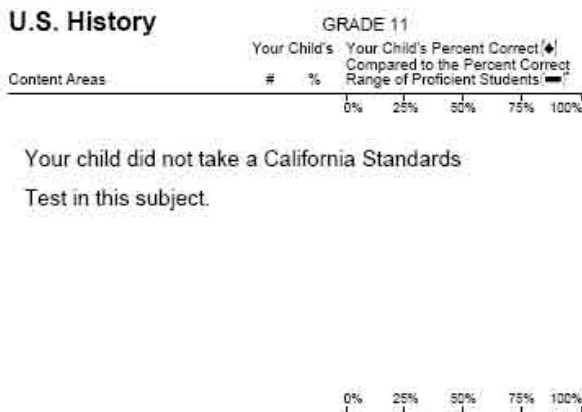
### Early Assessment Program (EAP)

**English Status:** Ready for CSU college-level English courses

**Mathematics Status:** Not Applicable

EAP statuses are provided by the CSU. Explanation of EAP statuses can be found at [www.calstate.edu/eap](http://www.calstate.edu/eap).

### U.S. History



## The Guide to Your STAR Student Report: CSTs (Front)

ENGLISH



# THE GUIDE TO YOUR STAR STUDENT REPORT CALIFORNIA STANDARDS TESTS

CALIFORNIA DEPARTMENT OF EDUCATION

This guide helps you follow your child's report and the recommendations that are provided. Some sections of your child's report are translated word for word and other sections are translated more generally.

### 1 Your child's information

Here you find: your child's student number, date of birth, grade, test date, school, and district. If available, your mailing address also appears in this section.

### 2 Introductory Letter from the State Superintendent of Public Instruction

Dear Parent/Guardian,

Each year, California's Standardized Testing and Reporting (STAR) Program measures your child's progress in meeting California's world class content standards. These standards describe what all students should know and be able to do at each grade level.

This report shows your child's scores on the STAR Program tests. I encourage you to discuss these results with your child and your child's teacher(s). Besides giving you valuable information about your child's academic strengths and weaknesses, test scores help us understand how well our schools are doing and how we might do better in the most important job of all – preparing students to succeed in school and beyond.

### 3 Your child's scale scores and performance levels

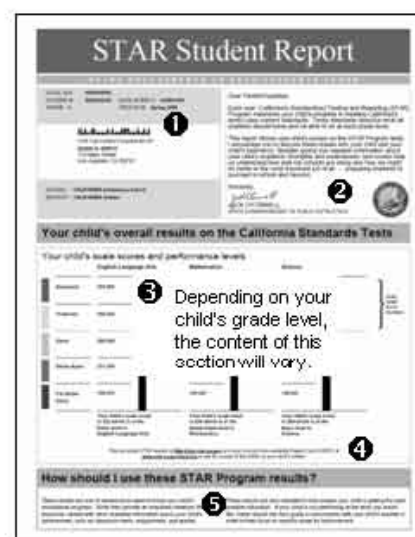
See how your child did on the California Standards Tests (CSTs) by looking at the vertical black bars below each subject heading. The number at the top of each bar is your child's exact score on the test. The colored boxes to the left and the text at the bottom of each black bar provide your child's performance level in each subject. There are five performance levels: advanced, proficient, basic, below basic, and far below basic. The goal in California is to have all students perform at the proficient or advanced level.

English-language arts and mathematics are tested for most students in Grades 2–11. All students in Grades 8 and 11 are tested in history–social science, and some high school students take an end-of-course world history test. All students in Grades 5, 8, and 10 are tested in science and some high school students take end-of-course science tests. Scores are provided for all of the tests your child took. If your child did not take one or more of these tests or if a score was not to be reported, this is noted.

### 4 You can use these Web addresses to find complete STAR results (<http://star.cde.ca.gov>) and your school's accountability report card ([www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)). You can also request a copy of the School Accountability Report Card (SARC) at your child's school.

### 5 How should I use these STAR Program results?

This section suggests other ways to monitor your child's educational progress, including through classroom tests, assignments, and grades. You can use these sources of information to talk with your child's teacher about specific areas for improvement.





## The Guide to Your STAR Student Report: CSTs (Back)

### 6 A note on using this information

A single test can provide only limited information. A student taking the same test more than once might score higher or lower within a small range in each content area tested. You should confirm your child's strengths and needs in these topics by reviewing classroom work, standards-based assessments, and progress reports during the year.

### 7 Your child's strengths and needs based on these tests

These charts show how your child did in the different content areas for each test taken. The subject for each test is listed at the top of each chart. Most reports for students in Grades 2–11 include English–language arts and mathematics. Reports for students in Grades 5, 8, and 10 include science. Reports for students in Grades 8 and 11 include history–social science. Reports for high school students may include results for end-of-course tests in science or world history.

The items on the California Standards Test (CST) are grouped into the content areas on the left of each chart. These content areas are based on the California content standards, which describe what your child should know and be able to do at each grade level. (If your child did not take any of the tests expected for his/her grade level or if a score was unavailable to be reported, this is noted on the report.)

Next to the name of each content area are the number of questions your child answered correctly in that content area and the percentage of questions your child answered correctly in that content area, represented by a diamond on the chart. The bar shows the range of scores for students who scored at the proficient level on the test for that content area.

Below the chart is additional information about your child's performance on each test.

### 8 This section contains one of the following:

- More information about the English–Language Arts Content Standards and the grade-level Mathematics Content Standards (Grades 2–4, 6 and 7) or Algebra I Standards (Grade 7).
- Content area results in science (Grades 5, 8, and 10), history–social science (Grades 8 and 11), and end-of-course tests.
- Additional resources (Grade 5).

### 9 Left: California Reading List (CRL), and: More about the STAR Program or Early Assessment Program (EAP) (for Grade 11)

**CRL** — This recommended reading list number is based on your child's California English–Language Arts Standards Test score. Your child should be able to read titles within the list independently. Of course, no single test will tell you what books your child can or should read—encourage your child to explore other reading list numbers to find books of interest. Strong reading skills are critical for success in all school subjects. Encourage your child to read at home.

To access the California Reading List:

- Visit <http://star.cde.ca.gov> and click on California Reading List.
- Click Search for a Reading List to find books for your child.

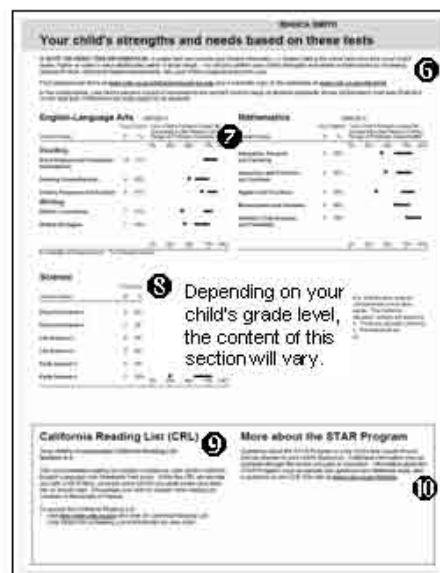
**More about the STAR Program** — If your child is in Grade 3 or Grade 7, this section also provides information about how you can get answers to your questions about the STAR Program and your child's STAR test results.

**EAP** — If your child is in Grade 11, this section also presents information about the California State University's Early Assessment Program (EAP) and results for the EAP, if your child took the EAP. Additional information regarding EAP can be found at [www.calstate.edu/eap](http://www.calstate.edu/eap).

### 10 Right: National comparison (for Grades 3 and 7) or More about the STAR Program (for other grades)

**National comparison** — If your child is in Grade 3 or Grade 7, this box compares your child's scores on the CAT/5 Survey with the scores of a sample of students in the same grade tested throughout the United States. Your child's score represents the percentage of students in the national sample who scored at the same level or lower than your child (e.g. a score of 50 means that your child scored as well as or better than half of the students in the national sample).

**More about the STAR Program** — If your child is not in Grade 3 or Grade 7, this section provides information about how you can get answers to your questions about the STAR Program and your child's STAR test results.



# Sample STAR Student Report for the CMA (Grade Three—Front)

## STAR Student Report


USING ASSESSMENTS TO HELP STUDENTS LEARN

LOCAL ID #: 999999999  
 STUDENT #: 0000052392    DATE OF BIRTH: 11/20/1999  
 GRADE: 3    TEST DATE: Spring 2008

Dear Parent/Guardian,


This year, California's Standardized Testing and Reporting (STAR) Program included the California Modified Assessment (CMA) for the first time. The STAR Program measures your child's progress in meeting California content standards that describe what all students should know and be able to do at each grade level. Your child participated in the STAR Program by taking the CMA. The CMA measures your child's understanding of selected California content standards.

This report shows your child's scores on the CMA. I encourage you to discuss the results with your child and your child's teacher(s). The CMA results help us understand how well our schools are doing and how we might do better in the most important job of all – preparing students to succeed in school and beyond.

Sincerely,  
  
**JACK O'CONNELL**  
 STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

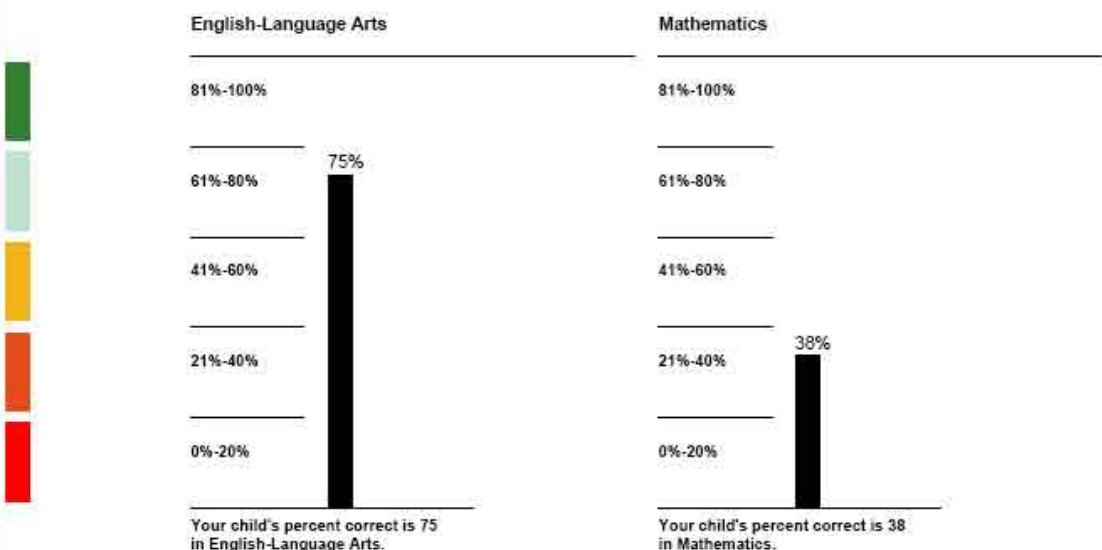
**FOR THE PARENT/GUARDIAN OF**  
**MICHAEL JOHNSON**  
 1234 Main Street  
 City, CA 12345

SCHOOL: CALIFORNIA Elementary School  
 DISTRICT: California Unified



## Your child's results on the CMA

### Your child's scores



Find complete STAR results at <http://star.cde.ca.gov> and your school's Accountability Report Card (SARC) at [www.cde.ca.gov/ta/ac/sa](http://www.cde.ca.gov/ta/ac/sa) or ask for a copy of the SARC at your child's school.

## How should I use these STAR Program results?

These results are one of several tools used to follow your child's educational progress. While they provide an important measure, they should be viewed with other available information about your child's achievement, such as classroom tests, assignments, and grades.

These results are also intended to help ensure your child is getting the best possible education. If your child is not performing at the level you would like, these results can help guide a conversation with your child's teacher in order to help focus on specific areas for improvement.



# Sample STAR Student Report for the CMA (Grade Three—Back)

MICHAEL JOHNSON

## More about your child's test results

### About the CMA

The California Department of Education (CDE) has developed and implemented a new test called the California Modified Assessment (CMA). The CMA is a standards-based test for students with disabilities. Your student's individualized education program (IEP) team decided the CMA was appropriate for your student in one or more subject areas.

A student's IEP team, which includes parent/guardian input, determines participation in the CMA by considering the following California State Board-adopted CMA participation criteria:

- Previous participation in the California Standards Tests (CSTs) or the California Alternate Performance Assessment (CAPA);
- Progress based on multiple measures and objective evidence;
- Response to appropriate grade-level instruction;
- The student is not precluded from attempting to complete requirements, as defined by the State, for a regular high school diploma; and
- Parents/guardians are informed that their child's achievement will be measured based on modified achievement standards.

The CMA has been developed so students can better demonstrate their knowledge of the California academic content standards. Some ways the CMA has been made more accessible to students with disabilities compared to the CSTs include:

- Fewer answer choices per question
- Shortened passage length
- Larger font size and use of a font type that is easier to read for most students with visual disabilities
- One-column format for most test questions
- Use of a calculator on the mathematics and science tests as an accommodation (for students in grade 5 only)

If your student took a CST in one or more subject areas in addition to the CMA, you will receive two STAR Student Reports.

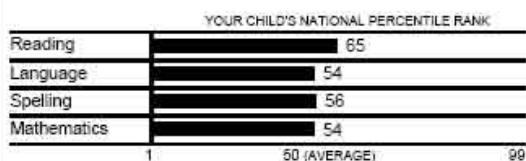
Additional information on the CMA, including the test blueprints, sample items, and participation criteria, can be found on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sr/cmastar.asp>.

## More about the STAR Program

Questions about the STAR Program or your child's test results should first be directed to your child's teacher(s). Additional information may be available through the school principal or counselor. Information about the STAR Program, such as sample test questions and statewide tests, also is available on the CDE Web site at [www.cde.ca.gov/ta/tg/sr](http://www.cde.ca.gov/ta/tg/sr).

### National comparison

As part of the STAR Program, your child took a test called the CAT/6 Survey, which shows how your child performed in basic skills as compared to a sample of students tested throughout the United States. The graphs below use "percentile ranks" to show your child's performance. For example, a percentile rank of 40 in reading means that your child scored as well as or better than 40% of students tested in the sample. The lowest possible percentile rank is 1, while the highest possible percentile rank is 99.



# Sample STAR Student Report for the CMA (Grade Five—Front)

## STAR Student Report


USING ASSESSMENTS TO HELP STUDENTS LEARN


LOCAL ID #: 999999999  
 STUDENT #: 0000052392    DATE OF BIRTH: 11/20/1997  
 GRADE: 5    TEST DATE: Spring 2008

Dear Parent/Guardian,

This year, California's Standardized Testing and Reporting (STAR) Program included the California Modified Assessment (CMA) for the first time. The STAR Program measures your child's progress in meeting California content standards that describe what all students should know and be able to do at each grade level. Your child participated in the STAR Program by taking the CMA. The CMA measures your child's understanding of selected California content standards.

This report shows your child's scores on the CMA. I encourage you to discuss the results with your child and your child's teacher(s). The CMA results help us understand how well our schools are doing and how we might do better in the most important job of all – preparing students to succeed in school and beyond.

Sincerely,  
  
**JACK O'CONNELL**  
 STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

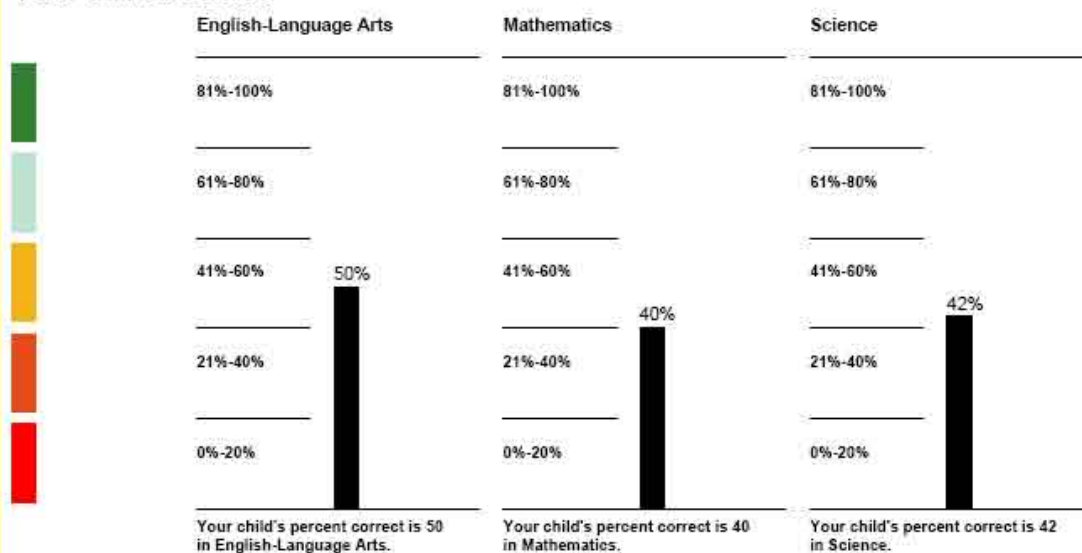


**FOR THE PARENT/GUARDIAN OF:**  
**BIANCA SMITH**  
 1234 Main Street  
 City, CA 12345

**SCHOOL:** CALIFORNIA Elementary School  
**DISTRICT:** CALIFORNIA Unified

## Your child's results on the CMA

### Your child's scores



Find complete STAR results at <http://star.cde.ca.gov> and your school's Accountability Report Card (SARC) at [www.cde.ca.gov/ta/ac/sa](http://www.cde.ca.gov/ta/ac/sa) or ask for a copy of the SARC at your child's school.

## How should I use these STAR Program results?

These results are one of several tools used to follow your child's educational progress. While they provide an important measure, they should be viewed with other available information about your child's achievement, such as classroom tests, assignments, and grades.

These results are also intended to help ensure your child is getting the best possible education. If your child is not performing at the level you would like, these results can help guide a conversation with your child's teacher in order to help focus on specific areas for improvement.

# Sample STAR Student Report for the CMA (Grade Five—Back)

BIANCA SMITH

## More about your child's test results

### About the CMA

The California Department of Education (CDE) has developed and implemented a new test called the California Modified Assessment (CMA). The CMA is a standards-based test for students with disabilities. Your student's individualized education program (IEP) team decided the CMA was appropriate for your student in one or more subject areas.

A student's IEP team, which includes parent/guardian input, determines participation in the CMA by considering the following California State Board-adopted CMA participation criteria:

- Previous participation in the California Standards Tests (CSTs) or the California Alternate Performance Assessment (CAPA);
- Progress based on multiple measures and objective evidence;
- Response to appropriate grade-level instruction;
- The student is not precluded from attempting to complete requirements, as defined by the State, for a regular high school diploma; and
- Parents/guardians are informed that their child's achievement will be measured based on modified achievement standards.

The CMA has been developed so students can better demonstrate their knowledge of the California academic content standards. Some ways the CMA has been made more accessible to students with disabilities compared to the CSTs include:

- Fewer answer choices per question
- Shortened passage length
- Larger font size and use of a font type that is easier to read for most students with visual disabilities
- One-column format for most test questions
- Use of a calculator on the mathematics and science tests as an accommodation (for students in grade 5 only)

If your student took a CST in one or more subject areas in addition to the CMA, you will receive two STAR Student Reports.

Additional information on the CMA, including the test blueprints, sample items, and participation criteria, can be found on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sr/cmastar.asp>.

## More about the STAR Program

Questions about the STAR Program or your child's test results should first be directed to your child's teacher(s). Additional information may be available through the school principal or counselor. Information about the STAR Program, such as sample test questions and statewide tests, also is available on the CDE Web site at [www.cde.ca.gov/ta/tg/sr](http://www.cde.ca.gov/ta/tg/sr).



## The Guide to Your STAR Student Report: CMA (Front)

ENGLISH



# THE GUIDE TO YOUR STAR STUDENT REPORT CALIFORNIA MODIFIED ASSESSMENT

CALIFORNIA DEPARTMENT OF EDUCATION

This guide helps you follow your child's report and the recommendations that are provided. Some sections of your child's report are translated word for word and other sections are translated more generally.

## 1 Your child's information

Here you find: your child's student number, date of birth, grade, test date, school, and district. If available, your mailing address also appears in this section.

## 2 Introductory Letter from the State Superintendent of Public Instruction

Dear Parent/Guardian,

This year, California's Standardized Testing and Reporting (STAR) Program included the California Modified Assessment (CMA) for the first time. The STAR Program measures your child's progress in meeting California content standards that describe what all students should know and be able to do at each grade level. Your child participated in the STAR Program by taking the CMA. The CMA measures your child's understanding of selected California content standards.

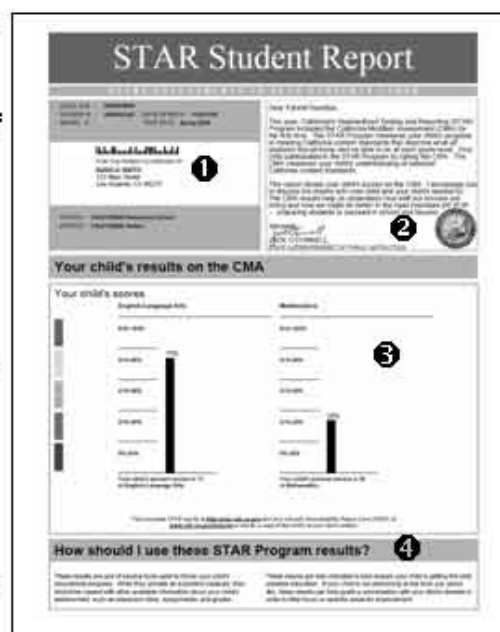
This report shows your child's scores on the CMA. I encourage you to discuss the results with your child and your child's teacher(s). The CMA results help us understand how well our schools are doing and how we might do better in the most important job of all – preparing students to succeed in school and beyond.

## 3 Your child's results on the CMA

See how your child did on the California Modified Assessment by looking at the vertical black bars below each subject heading. The number at the top of each bar is your child's percent correct on the test. Your child was tested for English–language arts, mathematics, and/or science (grade 5 only). Scores are provided for any of the tests your child took. If your child did not take one or more of these tests or if a score was not to be reported, this is noted.

## 4 How should I use these STAR Program results?

This section suggests other ways to monitor your child's educational progress, including through classroom tests, assignments, and grades. You can use these sources of information to talk with your child's teacher about specific areas for improvement.








# Sample STAR Student Report for the CAPA – Level III (Front)

## STAR Student Report

USING ASSESSMENTS TO HELP STUDENTS LEARN

**LOCAL ID #** 999999999  
**STUDENT #** 0000052392    **DATE OF BIRTH:** 11/12/1997  
**GRADE** 5    **TEST DATE:** Spring 2008  
**CAPA LEVEL:** III


  
 FOR THE PARENT/GUARDIAN OF:  
**JAMILYN MONROE**  
 1234 Main Street  
 City, CA 12345


**SCHOOL:** CALIFORNIA Elementary School  
**DISTRICT:** CALIFORNIA Unified

Dear Parent/Guardian,

Each year, the Standardized Testing and Reporting (STAR) Program measures your child's progress in meeting California's Content Standards that describe what all students should know and be able to do at each grade level. Your child participated in the STAR Program by taking the California Alternate Performance Assessment (CAPA). The CAPA measures your child's understanding of selected California content standards.

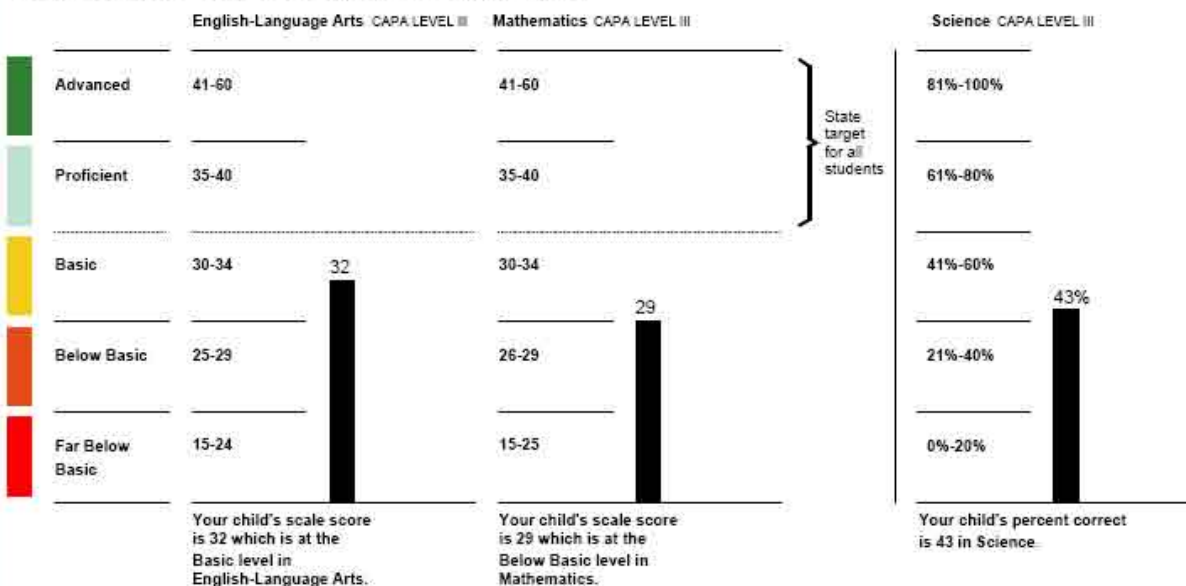
This report shows your child's scores on the CAPA test. I encourage you to discuss these results with your child and your child's teacher(s). Besides giving you valuable information about monitoring your child's academic progress, test scores help us understand how well our schools are doing and how we might do better in the most important job of all – preparing students to succeed in school and beyond.

Sincerely,  
  
**JACK O'CONNELL**  
 STATE SUPERINTENDENT OF PUBLIC INSTRUCTION



## Your child's results on the CAPA

### Your child's scores and performance levels



Find complete STAR results at <http://star.cde.ca.gov> and your school's Accountability Report Card (SARC) at [www.cde.ca.gov/ta/ac/sa](http://www.cde.ca.gov/ta/ac/sa) or ask for a copy of the SARC at your child's school.

## How should I use these STAR Program results?

These results are one of several tools used to follow your child's educational progress. While they provide an important measure, they should be viewed with other available information about your child's achievement, such as classroom tests, assignments, and grades.

These results are also intended to help ensure your child is getting the best possible education. If your child is not performing at the level you would like, these results can help guide a conversation with your child's teacher in order to help focus on specific areas for improvement.

# Sample STAR Student Report for the CAPA – Level III (Back)

JAMILYN MONROE

## More about your child's test results

### More about CAPA levels

CAPA LEVEL	GRADE
I	2-11 *
II	2-3
III	4-5
IV	6-8
V	9-11

\* Level I is for profoundly disabled students and includes students in grades 2-11.

The CAPA is organized into five assessment levels, as shown in the adjacent table. Most students eligible for CAPA take the assessment level that corresponds with their current school grade. The assigned level is not related to individual ability in a particular content area. English-Language Arts and Mathematics are always given at the same assessment level.

For more information about the CAPA Program, ask your school or go to [www.cde.ca.gov/ta/tq/sr/capa.asp](http://www.cde.ca.gov/ta/tq/sr/capa.asp).

For more information about the CAPA Science test content standards, go to [www.cde.ca.gov/ta/tq/sr/documents/capascibblueprint.doc](http://www.cde.ca.gov/ta/tq/sr/documents/capascibblueprint.doc).

### More about the performance levels in English-Language Arts

The following paragraphs describe the five English-Language Arts performance levels for CAPA Level III. While your child may be able to complete tasks described in each paragraph below, your child's performance level is based on how he or she scored on this particular test. Talk to your child's teacher for a more complete understanding of your child's progress.

#### Advanced (Scale Scores 41-60)

Level III students performing at the *Advanced* level should be able to identify their first and last names and read vocabulary of at least 10 words or symbols. They are able to read functional signs and symbols found on a school campus. They can follow a schedule or recipe with at least three steps. They can produce simple words or symbols to communicate ideas. They are able to communicate their preferences in their primary mode of communication.

#### Proficient (Scale Scores 35-40)

Level III students performing at the *Proficient* level should be able to identify their first and last names. They can read vocabulary of at least five words or symbols. They are able to follow two-step directions using symbols or words. They can write or select a representation of their names. They are able to indicate a preference in a short phrase and answer one open-ended question related to personal information.

#### Basic (Scale Scores 30-34)

Level III students performing at the *Basic* level should be able to recognize their names and two or three printed words or symbols. They can follow one-step directions with two or more words. They are able to trace their names or select a symbolic representation to spell part of their names. They can indicate preferences and choices with a single word or a short phrase.

#### Below Basic (Scale Scores 23-29)

Level III students performing at the *Below Basic* level demonstrate an inconsistent interest in printed words or symbols. They can identify a few classroom objects. They are able to follow one-word commands using symbols or words. They can select their name from a list. They can scribble. They are able to indicate their basic needs. They inconsistently indicate preferences.

#### Far Below Basic (Scale Scores 15-22)

Level III students performing at the *Far Below Basic* level communicate basic needs such as hunger, thirst, and physical discomfort. They orient toward the speaker, even when engaged in an activity. They inconsistently recognize common objects used in the classroom.

### More about the performance levels in Mathematics

The following paragraphs describe the five Mathematics performance levels for CAPA Level III. While your child may be able to complete tasks described in each paragraph below, your child's performance level is based on how he or she scored on this particular test. Talk to your child's teacher for a more complete understanding of your child's progress.

#### Advanced (Scale Scores 43-60)

Level III students performing at the *Advanced* level should be able to sequence numbers to 30 and quantitative concepts up to 30. They understand concepts of "more" and "less" up to 10. They can identify what number comes before or after another number. They can identify the object that does not belong in a set. They are able to place coins or bills in order of value. They can tell time by the hour. They are able to extend an (ABCABC) pattern.

#### Proficient (Scale Scores 35-42)

Level III students performing at the *Proficient* level should be able to sequence numbers to 20 and demonstrate quantitative concepts up to 20. They can understand concepts of "more" up to 10, or concepts of one or two "less." They inconsistently identify the object that does not belong in a set. They can match coins or bills. They can match an (ABCABC) pattern.

#### Basic (Scale Scores 30-34)

Level III students performing at the *Basic* level should be able to sequence numbers to 10 and demonstrate quantitative concepts up to 10. They can indicate one or two more. They can sort by two attributes. They are able to recognize concepts of day and night. They can identify coins and bills. They are able to demonstrate early concepts of probability by extending an (ABAB) pattern.

#### Below Basic (Scale Scores 25-29)

Level III students performing at the *Below Basic* level should be able to identify more of a quantity and sequence numbers up to 5. They should be able to demonstrate quantitative concepts up to 5. They can classify objects by category and sort objects by a single attribute. They can identify tools (calendars and clocks) that measure time. They can match an (ABAB) pattern.

#### Far Below Basic (Scale Scores 15-24)

Level III students performing at the *Far Below Basic* level demonstrate beginning number sense concepts, such as rote counting to 3 and indicating a quantity of "1." They demonstrate early algebraic concepts by matching objects by a single attribute. They attempt to identify when activities typically occur and tools that measure time but are not always accurate.



## The Guide to Your STAR Student Report: CAPA (Front)

ENGLISH



# THE GUIDE TO YOUR STAR STUDENT REPORT

## CALIFORNIA ALTERNATE PERFORMANCE ASSESSMENT

CALIFORNIA DEPARTMENT OF EDUCATION

This guide helps you follow your child's report and the recommendations that are provided. Some sections of your child's report are translated word for word and other sections are translated more generally.

### 1 Your child's information

Here you find: your child's student number, date of birth, grade, CAPA level, test date, school, and district. If available, your mailing address also appears in this section.

### 2 Introductory Letter from the State Superintendent of Public Instruction

Dear Parent/Guardian,

Each year, the Standardized Testing and Reporting (STAR) Program measures your child's progress in meeting California's Content Standards that describe what all students should know and be able to do at each grade level. Your child participated in the STAR Program by taking the California Alternate Performance Assessment (CAPA). The CAPA measures your child's understanding of selected California content standards.

This report shows your child's scores on the CAPA test. I encourage you to discuss these results with your child and your child's teacher(s). Besides giving you valuable information about monitoring your child's academic progress, test scores help us understand how well our schools are doing and how we might do better in the most important job of all – preparing students to succeed in school and beyond.

### 3 Your child's results on the CAPA

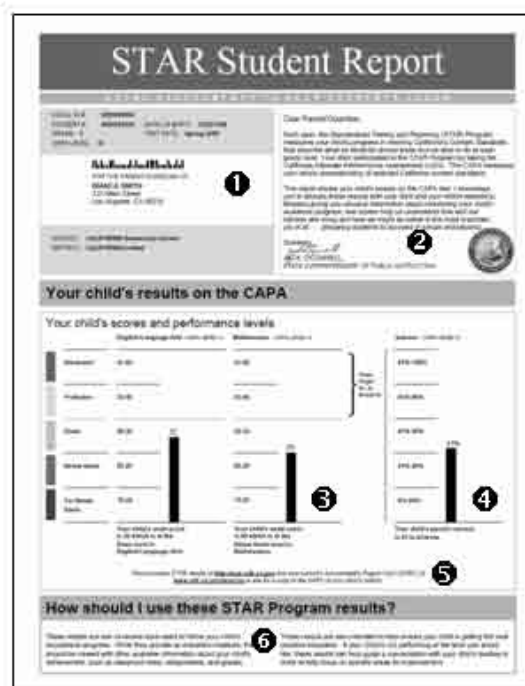
See how your child did on the CAPA by looking at the vertical black bars below each subject heading. The number at the top of each bar is your child's exact score on the test. The colored boxes to the left and the text at the bottom of each bar provide your child's performance level in each subject. There are five performance levels: advanced, proficient, basic, below basic, and far below basic. The goal in California is to have all students perform at the proficient or advanced level. CAPA performance levels are not equivalent to performance levels on the STAR California Standards Tests.

### 4 See how your child did on the CAPA Science test by looking at the vertical black bars below the subject heading. The number at the top of the bar is your child's percent correct on the test; only the percent correct is available this year. The CAPA Science test is administered to students in grades 5, 8, and 10 only. Scale scores and performance levels are not available for CAPA Science for 2008.

### 5 You can use these Web addresses to find complete STAR results (<http://star.cde.ca.gov>) and your school's accountability report card ([www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)). You can also request a copy of the School Accountability Report Card (SARC) at your child's school.

### 6 How should I use these STAR Program results?

This section suggests other ways to monitor your child's educational progress, including through classroom tests, assignments, and grades. You can use these sources of information to talk with your child's teacher about specific areas for improvement.



## The Guide to Your STAR Student Report: CAPA (Back)

### 7 More about CAPA levels

This section provides more information about your child's test results by explaining the CAPA levels. The table on the left shows that CAPA is organized into five assessment levels. Most students eligible for CAPA take the assessment level that corresponds with their current school grade, but some students with complex and profound disabilities take the Level 1 assessment. The assigned level is not related to individual ability in a particular content area. English—language arts, mathematics, and science are always given at the same assessment level.

The first Web page in this box ([www.cde.ca.gov/ta/tg/sr/capa.asp](http://www.cde.ca.gov/ta/tg/sr/capa.asp)) provides more information about the CAPA program. The second Web address in this box, [www.cde.ca.gov/ta/tg/sr/documents/capasciblueprint.doc](http://www.cde.ca.gov/ta/tg/sr/documents/capasciblueprint.doc), provides a link to more information about the CAPA Science test.

### S More about the performance levels

This box provides descriptions of the five performance levels for the CAPA English—Language Arts test (in the box to the left) and the CAPA Mathematics test (in the box to the right) your child took. While your child may be able to complete tasks described in each paragraph, the performance level is based on how your child scored on this particular test. Talk to your child's teacher for a more complete understanding of your child's progress.

Performance levels are not available for CAPA Science for 2008.

**More about your child's test results**

**More about CAPA levels**

LEVEL	GRADE
1	2-11
2	2-3
3	4-5
4	6-8
5	9-11

The CAPA is organized into five assessment levels, as shown in the table above. Most students eligible for CAPA take the assessment level that corresponds with their current school grade. English—language arts, mathematics, and science are always given at the same assessment level.

For more information about the CAPA Program, ask your school or go to [www.cde.ca.gov/ta/tg/sr/capa.asp](http://www.cde.ca.gov/ta/tg/sr/capa.asp).

For more information about the CAPA Science test content standards, go to [www.cde.ca.gov/ta/tg/sr/documents/capasciblueprint.doc](http://www.cde.ca.gov/ta/tg/sr/documents/capasciblueprint.doc).

**More about the performance levels**

**English—Language Arts**

The following paragraphs describe the five English—language arts performance levels for CAPA Level 1. While your child may be able to complete tasks described in each paragraph below, your child's performance level is based on how he or she scored on this particular test. Talk to your child's teacher for a more complete understanding of your child's progress.

**Advanced (State Scores 41-60)**

Level 1 students performing at the Advanced level demonstrate the ability to identify their own and others' needs and respond accordingly. They can identify and use a variety of reading strategies and understand the meaning of words and sentences. They can identify and use a variety of reading strategies and understand the meaning of words and sentences. They can identify and use a variety of reading strategies and understand the meaning of words and sentences.

**Proficient (State Scores 31-40)**

Level 1 students performing at the Proficient level demonstrate the ability to identify their own and others' needs and respond accordingly. They can identify and use a variety of reading strategies and understand the meaning of words and sentences. They can identify and use a variety of reading strategies and understand the meaning of words and sentences. They can identify and use a variety of reading strategies and understand the meaning of words and sentences.

**Basic (State Scores 21-30)**

Level 1 students performing at the Basic level demonstrate the ability to identify their own and others' needs and respond accordingly. They can identify and use a variety of reading strategies and understand the meaning of words and sentences. They can identify and use a variety of reading strategies and understand the meaning of words and sentences. They can identify and use a variety of reading strategies and understand the meaning of words and sentences.

**Below Basic (State Scores 11-20)**

Level 1 students performing at the Below Basic level demonstrate the ability to identify their own and others' needs and respond accordingly. They can identify and use a variety of reading strategies and understand the meaning of words and sentences. They can identify and use a variety of reading strategies and understand the meaning of words and sentences. They can identify and use a variety of reading strategies and understand the meaning of words and sentences.

**Mathematics**

The following paragraphs describe the five Mathematics performance levels for CAPA Level 1. While your child may be able to complete tasks described in each paragraph below, your child's performance level is based on how he or she scored on this particular test. Talk to your child's teacher for a more complete understanding of your child's progress.

**Advanced (State Scores 41-60)**

Level 1 students performing at the Advanced level demonstrate the ability to identify their own and others' needs and respond accordingly. They can identify and use a variety of reading strategies and understand the meaning of words and sentences. They can identify and use a variety of reading strategies and understand the meaning of words and sentences. They can identify and use a variety of reading strategies and understand the meaning of words and sentences.

**Proficient (State Scores 31-40)**

Level 1 students performing at the Proficient level demonstrate the ability to identify their own and others' needs and respond accordingly. They can identify and use a variety of reading strategies and understand the meaning of words and sentences. They can identify and use a variety of reading strategies and understand the meaning of words and sentences. They can identify and use a variety of reading strategies and understand the meaning of words and sentences.

**Basic (State Scores 21-30)**

Level 1 students performing at the Basic level demonstrate the ability to identify their own and others' needs and respond accordingly. They can identify and use a variety of reading strategies and understand the meaning of words and sentences. They can identify and use a variety of reading strategies and understand the meaning of words and sentences. They can identify and use a variety of reading strategies and understand the meaning of words and sentences.

**Below Basic (State Scores 11-20)**

Level 1 students performing at the Below Basic level demonstrate the ability to identify their own and others' needs and respond accordingly. They can identify and use a variety of reading strategies and understand the meaning of words and sentences. They can identify and use a variety of reading strategies and understand the meaning of words and sentences. They can identify and use a variety of reading strategies and understand the meaning of words and sentences.

# Sample STAR Student Report for the STS – Spanish Version (Grade Four—Front)

## Reporte individual de los resultados de STAR

**UTILIZANDO LA EVALUACIÓN PARA APOYAR EL APRENDIZAJE DE LOS ESTUDIANTES**

NÚM. DE IDENTIFICACIÓN LOCAL: 000022222  
 NÚM. DEL ESTUDIANTE: 5098326322  
 GRADO: 4      FECHA DE NACIMIENTO: 08/25/1998  
 FECHA DE LA PRUEBA: Primavera 2008

  
 PARA PADRE DE FAMILIA/TUTOR DE  
**MARIA SANCHEZ**  
 1234 Main Street  
 City, CA 12345

ESCUELA: CALIFORNIA Elementary School  
 DISTRITO: CALIFORNIA Unified

Estimado Padre/Tutor,

Cada año, el Programa de Exámenes y Reportes Estandarizados (conocido en inglés como STAR) incluye las Pruebas en español basadas en los estándares de California (STS). Estas pruebas, en lengua y literatura y matemáticas, miden el progreso de su niño para alcanzar los estándares de contenido académico de California en su idioma nativo, el Español. Estas pruebas miden lo que todos los estudiantes deben saber y pueden hacer en cada nivel de grado.

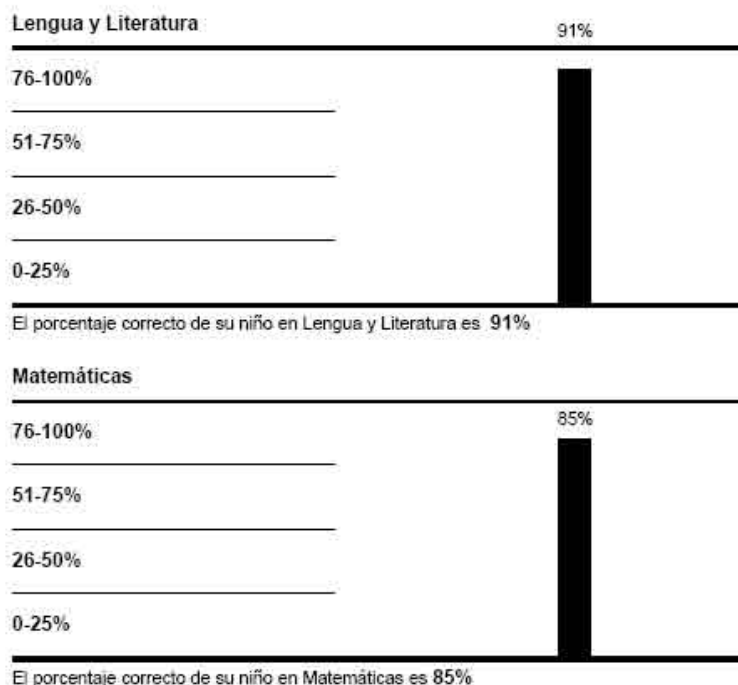
Este reporte muestra las calificaciones de su niño en el STS. Les recomiendo a que discutan estos resultados con el(los) maestro(s) de su niño y que también revisen los resultados de su niño en ambas pruebas: STS y las Pruebas de los Estándares Académicos de California (CST), las cuales son las evaluaciones basadas en los estándares, y administradas a su niño en inglés. Estos resultados de STS y CST, nos ayudan a entender qué tan bien su niño está progresando y cómo nosotros quizá podamos trabajar con todos nuestros alumnos para prepararlos a triunfar en la escuela y en el futuro.

Sinceramente,  
  
**JACK O'CONNELL**  
 SUPERINTENDENTE DE INSTRUCCIÓN PÚBLICA DEL ESTADO



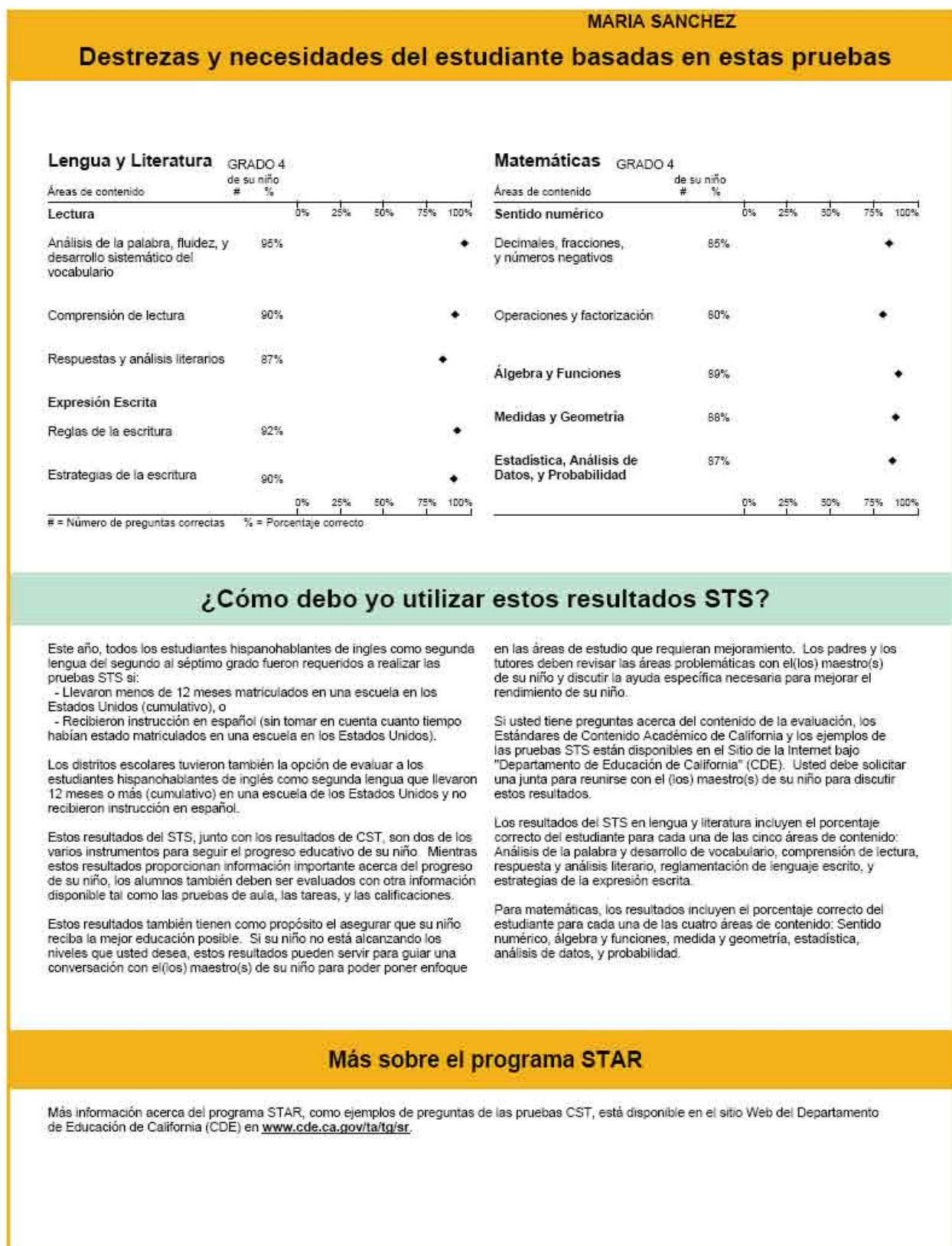
## Resultados generales del niño en las Pruebas en español basadas en los estándares de California

### Calificaciones de su niño





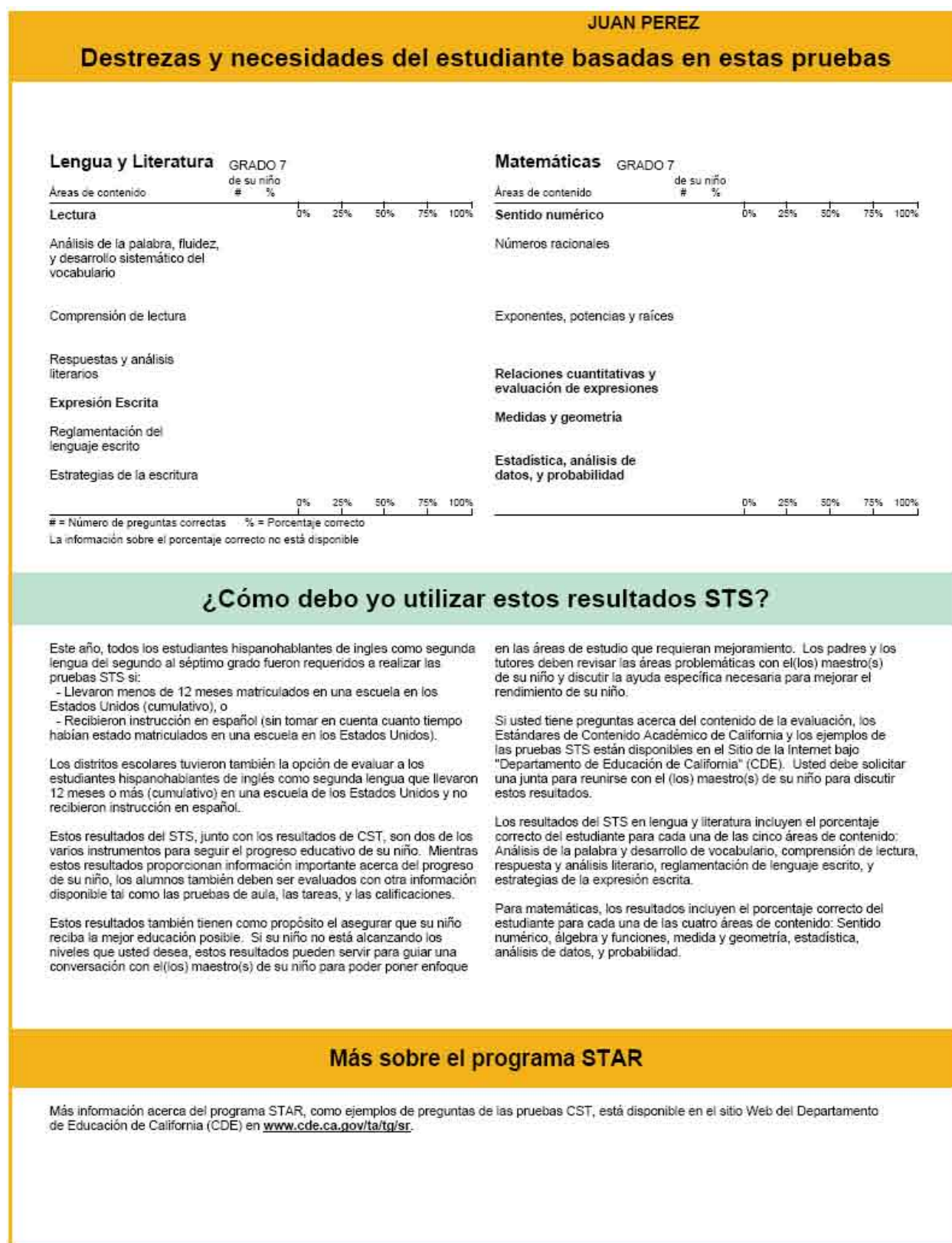
# Sample STAR Student Report for the STS – Spanish Version (Grade Four—Back)







# Sample STAR Student Report for the STS – Spanish Version (Grade Seven—Back)



## The Guide to Your STAR Student Report: STS – English Version (Front)

ENGLISH



# THE GUIDE TO YOUR STAR STUDENT REPORT STANDARDS-BASED TESTS IN SPANISH

CALIFORNIA DEPARTMENT OF EDUCATION

This guide helps you follow your child's report and the recommendations that are provided. Some sections of your child's report are translated word for word and other sections are translated more generally.

## 1 Your child's information

Here you find: your child's student number, date of birth, grade, test date, school, and district. If available, your mailing address also appears in this section.

## 2 Introductory Letter from the State Superintendent of Public Instruction

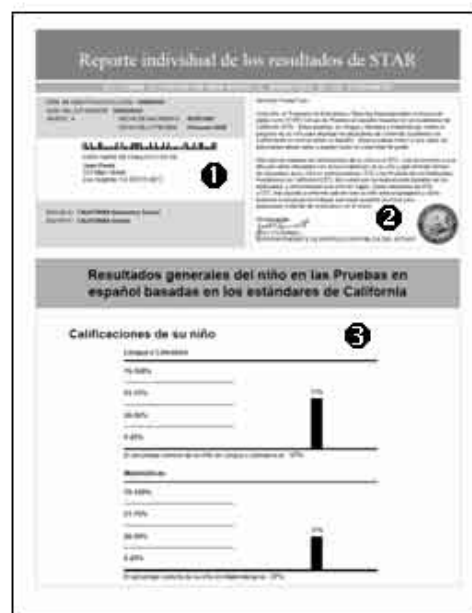
Dear Parent/Guardian,

Each year, California's Standardized Testing and Reporting Program (STAR) includes the Standards-based Tests in Spanish (STS). These tests, in reading/ language arts and mathematics, measure your child's progress in meeting California's world class content standards in your home language – Spanish. These content standards describe what all students should know and be able to do at each grade level.

This report shows your child's scores on the STS. I encourage you to discuss the results with your child and your child's teacher(s) and to look at both your child's STS and California Standards Tests (CST) results, which are the standards-based assessments administered to your child in English. Both STS and CST results help us understand how well your child is doing and how we might be able to work with all of our students to prepare them to succeed in school and beyond.

## 3 Your child's percentage correct

See how your child did on the Standards-based Tests in Spanish by looking at the vertical black bars below each subject heading. The number at the top of each bar is your child's percent correct on the test. Your child was tested for reading/language arts and mathematics. Scores are provided for all of the tests your child took. If your child did not take one or both of these tests or if a score was not to be reported, this is noted.





**The Guide to Your STAR Student Report: STS – English Version (Back)**

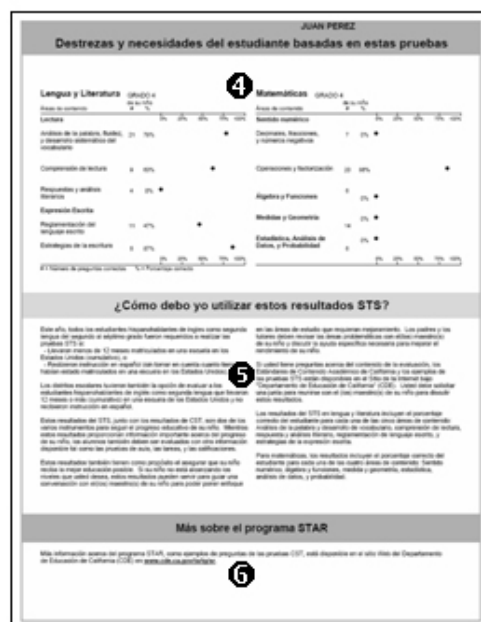
**4 Your child's strengths and needs based on these tests**

These charts show how your child did in the different content areas for each test taken. The subject for each test is listed at the top of each chart. Reports for students include reading/language arts and mathematics.

The items on the STS are grouped into the content areas on the left of each chart. These content areas are based on the California content standards, which describe what your child should know and be able to do at each grade level. (If your child did not take any of the tests expected for his/her grade level or if a score was unavailable to be reported, this is noted on the report.)

For students in Grades 2–4, next to the name of each content area is the number and percentage of questions your child answered correctly in that content area, represented by a diamond on the chart.

For students in Grades 5–7, only the name of the content area is printed; the number and percent correct information are not available.



### 5 How should I use these STAR Program results?

This section suggests other ways to monitor your child's educational progress, including through classroom tests, assignments, and grades. You can use these sources of information to talk with your child's teacher about specific areas for improvement.

**6 More about the STAR Program**

This section provides information about how you can get answers to your questions about the STAR Program and your child's STAR test results.

## The Guide to Your STAR Student Report: STS – Spanish Version (Front)

SPANISH



### GUÍA DE LECTURA DEL BOLETÍN DE CALIFICACIONES STAR PRUEBAS EN ESPAÑOL BASADAS EN LOS ESTÁNDARES DE CALIFORNIA

DEPARTAMENTO DE EDUCACIÓN DE CALIFORNIA

Esta guía le ayuda a entender el boletín de su hijo y las recomendaciones que se incluyen. Algunas secciones del boletín de su hijo están traducidas en su totalidad y otras están traducidas en forma más general.

#### 1 Datos de su hijo

Aquí aparece el número de estudiante de su hijo, su fecha de nacimiento, el grado, la fecha de la prueba, la escuela y el distrito. También se incluye en esta sección su dirección postal, si está disponible.

#### 2 Carta de presentación del Superintendente de Instrucción Pública del Estado

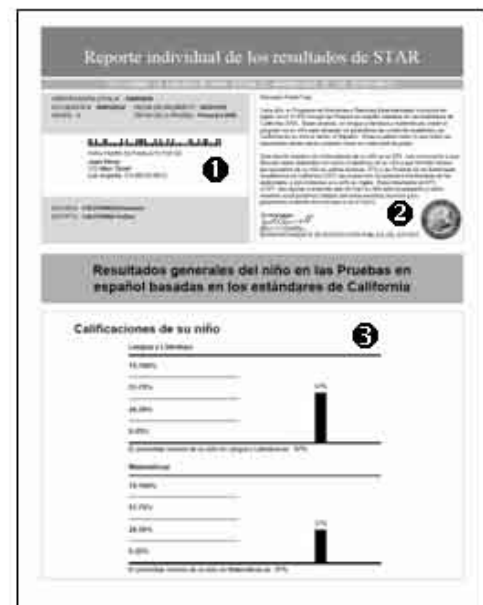
Estimado Padre de familia/Tutor:

Cada año, el Programa de Exámenes y Reportes Estandarizados (Programa STAR) incluye las Pruebas en Español Basadas en los Estándares de California (STS). Estas pruebas, en lengua y literatura, y matemáticas, miden el progreso de su hijo para alcanzar los estándares de categoría mundial de contenido académico de California y en su idioma nativo, el español. Estos estándares de contenidos miden lo que todos los estudiantes deben saber y poder hacer en cada nivel de grado.

Este reporte muestra las calificaciones de su hijo en la prueba STS. Le recomiendo que hable de los resultados con su hijo, así como con su maestro o maestros, y que también revise los resultados de su hijo en ambas pruebas, la prueba STS y las Pruebas de los Estándares Académicos de California (CST), las cuales son las evaluaciones basadas en los estándares académicos y son administradas a su hijo en inglés. Los resultados de las pruebas STS y CST nos ayudan a entender el progreso de su hijo, y cómo nosotros podríamos trabajar con todos nuestros estudiantes para que triunfen en la escuela y en el futuro.

#### 3 Porcentaje de respuestas correctas de su hijo

Usted puede ver el rendimiento de su hijo en las Pruebas en Español Basadas en los Estándares de California consultando las barras negras verticales situadas debajo del encabezado de cada materia. El número que figura en la parte superior de cada barra es el porcentaje de respuestas correctas de su hijo en la prueba. Su hijo tomó pruebas en lengua y literatura, y matemáticas. Se asignan calificaciones a todas las pruebas que tomó su hijo. Si su hijo no tomó una o ambas de estas pruebas o no estaba previsto que se reportara la calificación de alguna de ellas, esta información deberá constar.





## The Guide to Your STAR Student Report: STS – Spanish Version (Back)

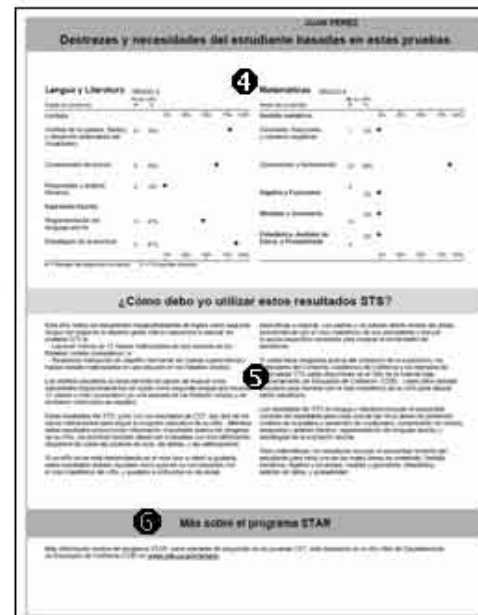
### 4 Puntos fuertes y necesidades de su hijo según estas pruebas

Los cuadros muestran el rendimiento de su hijo en las diferentes áreas de contenidos de cada prueba que tomó. La materia a la que corresponde cada prueba figura en la parte superior de cada cuadro. Las calificaciones de los estudiantes incluyen lengua y literatura, y matemáticas.

Las preguntas de la prueba STS aparecen agrupadas en las áreas de contenidos a la izquierda de cada cuadro. Estas áreas de contenidos se basan en los estándares académicos de contenidos de California, los cuales describen lo que su hijo debe saber y poder hacer en cada nivel de grado. (Si su hijo no tomó ninguna de estas pruebas previstas para su nivel de grado o si alguna calificación no estaba disponible para ser reportada, esta información deberá constar en el reporte.)

Para los estudiantes de los grados 2° a 4°, al lado del nombre de cada área figura el número y porcentaje de preguntas que su hijo respondió correctamente en esa área de contenidos, representado por un diamante en el cuadro.

Para los estudiantes de los grados 5° a 7°, sólo se imprime el nombre del área de contenidos; la información referente al número y porcentaje de respuestas correctas no está disponible.



### 5 ¿Cómo debo utilizar los resultados del Programa STAR?

En esta sección se sugieren otras formas de supervisar el progreso educativo de su hijo, incluidas las pruebas en el aula, tareas y calificaciones. Puede utilizar estas fuentes de información para hablar con el maestro de su hijo sobre las áreas específicas que debe mejorar.

### 6 Más acerca del Programa STAR

En esta sección se proporciona información acerca de cómo obtener respuestas a sus preguntas referentes al Programa STAR y a los resultados de su hijo en la prueba STAR.

# Sample STAR Student Report for the Aprenda 3 – English Version (Grade Ten)

Student Report GENE IDAR		California Department of Education		Reference Comparison	
COUNTY: SAN DIEGO	CDS CODE: 37-68338-0107045	TEST DATE: 03/08	GRADE: 10		
DISTRICT: SAN DIEGO UNIFIED	AGE: 17 Yrs 11 Mos				
SCHOOL: CULTURAL INVESTIGATI					
Subjects and Totals	Number Possible	Number Correct	Scaled Score	Reference PR-S	Reference NCE
Total (Lectura)	84	6	549	1-1	1.0
Vocabulario	30	0	597	2-1	6.7
Comprensión de Lectura	54	1	507	1-1	1.0
Matemáticas	50	3	571	1-1	1.0
Language	48	6	554	1-1	1.0
Mecánica del Lenguaje	24	2	544	1-1	1.0
Expresión del Lenguaje	24	4	564	2-1	6.7

**About This Student's Performance:**

Gene recently took *Aprenda 3: La prueba de ingreso en español, Tercera edición* (Aprenda 3). This test is one measure of this student's achievement. This report compares this student's performance to students in the same grade. Percentile Bands show ranges within which this student's test scores likely fall. For example, a student whose Percentile Band spans the 70th percentile performed as well as or better than 70% of students in that subject.

The narratives below describe what each subject measures and this student's performance in that subject area. Also included are some suggested activities designed to engage this student as you work together toward continued academic development.

**Reference Comparison**

**TOTAL LECTURA** The Reading subtests measure reading skills such as relating word sounds and spellings, determining word meanings and synonyms, as well as the understanding, interpretation, and analysis of literary, informational, and functional reading selections. Gene's score is in the Below Average range for the grade. Encourage your student to read special interest books and newspapers each day. Discuss the readings and how the information in them may affect your own community, the state, or the nation.

**LENGUAJE** The Language subtest measures the student's application of the language principles that form effective writing including capitalization, punctuation, word usage, sentence structure, organization, composing, and editing. Gene's score is in the Below Average range for the grade. Ask your student to write instructions for making or doing something. Examples are a recipe, a home maintenance activity, rules for a game, or instructions for using a tool. Follow the directions and see what happens. Ask for more information if needed.

**TOTAL MATEMÁTICAS** The Mathematics subtests measure problem solving skills involving number sense and operations, patterns and mathematical relationships, algebra, data and statistics, probability, geometry, and measurement concepts. Gene's score is in the Below Average range for the grade. Work together to develop an annual budget that would reflect living expenses for one person and present it as a circle graph. Compare living expenses for different sized families. Discuss the recurring (bank) interest rates used in banking and home car financing.

**Reference Comparison**

# Sample STAR Student Report for the Aprenda 3 – Spanish Version (Grade Nine)

Informe del Estudiante CURT LONG		California Department of Education		Comparación de Referencia		
<b>CONDADO:</b> SAN DIEGO <b>DISTRITO:</b> SAN DIEGO UNIFIED <b>ESCUELA:</b> BELL JUNIOR HIGH		<b>CDS CODE:</b> 37-68338-6059588 <b>EDAD:</b> 16 Años 05 Meses		<b>FECHA DE LA PRUEBA:</b> 03/08 <b>GRADO:</b> 09		
Subpruebas y Totales	Número Posible	Número Correcto	Puntuación de Escala	PR-S Referencia	NCL Referencia	Ranclas del Percentil de Referencia del Grado
Total Lectura	84	5	537	1-1	1-0	1
Vocabulario	30	5	581	2-1	6-7	1
Comprensión de Lectura	54	0	493	1-1	1-0	1
Matemáticas	50	2	549	1-1	1-0	1
Lenguaje	48	2	512	1-1	1-0	1
Méxica del Lenguaje	24	0	509	1-1	1-0	1
Expresión del Lenguaje	24	2	543	1-1	1-0	1

**Sobre este Informe del Desempeño del Estudiante**

Curt recientemente terminó Aprenda 3: La prueba de logros en español, Tercera edición (Aprenda 3). Esta prueba sirve para medir el aprovechamiento del estudiante. Este informe compara el desempeño del estudiante con los estudiantes del mismo grado. Las Bandas de Percentil muestran los rangos entre los que estará la verdadera puntuación del estudiante. Por ejemplo, un estudiante entre Banda de Percentil en de 70, se desempeño tan bien o mejor que el 70% de los estudiantes en esa área de contenidos.

Los patrones siguientes describen lo que mide cada prueba y el desempeño del estudiante en esa área de contenido. Asimismo se incluyen algunas sugerencias de habilidades desarrolladas a través de este estudiante mientras que trabajan juntos hacia su continuo desarrollo académico.

**TOTAL LECTURA** Las pruebas de Lectura miden habilidades de lectura, tales como relacionar los sonidos de las palabras y la ortografía, determinar significados y sinónimos de las palabras, así como siempre, comprender y analizar secciones de lectura literaria, informativas y funcionales. La puntuación de Curt está por Debajo del Rango Promedio para el grado. Motiva al estudiante a leer libros de interés especial y el estudiante disfrutará de leer las lecturas y la muestra como la información en ellas puede afectar su propia comunidad, estado o nación.

**TOTAL MATEMÁTICAS** Las pruebas de Matemáticas miden las habilidades para resolver problemas que involucren conceptos relacionados con la percepción de números y operaciones matemáticas, patrones y relaciones matemáticas, álgebra, datos y estadística, probabilidad, geometría y conceptos de medición. Desempeño de Curt está por Debajo del Rango Promedio para el grado. Desarrolla un presupuesto anual que refleje los gastos de mantenimiento de una persona y presentarlo como una gráfica circular. Comparar los gastos de mantenimiento de familias de diversos tamaños. Discutir la hipótesis de los gastos de intereses utilizados en los bancos y en el financiamiento de una casa o un carro.

**LENGUAJE** La prueba de Lenguaje mide la habilidad del estudiante de las principales habilidades para escribir eficazmente, como el uso de las mayúsculas, la puntuación, el uso de las palabras, la estructura de oraciones, la organización, la cohesión y la coherencia. La puntuación de Curt está por Debajo del Rango Promedio para el grado. Pide al estudiante que escriba instrucciones para crear o hacer alguna cosa, como por ejemplo, una receta, una actividad de mantenimiento en el hogar, reglas para un juego o instrucciones para usar una herramienta. Sigue las instrucciones y observa lo que sucede. Pide esta información si la necesita.

CURT LONG  
NO DE PRECISO FOLIO 185-001001-1, 001001-1

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APRENDA 3: LA PRUEBA DE LOGROS EN ESPAÑOL, TERCERA EDICIÓN  
FORMA 37-68338-6059588-03-08



# The Guide to Your STAR Student Report: Aprenda: La prueba de logros en español, Tercera edición Student Report – English Version

The student report for the Aprenda: La prueba de logros en español, Tercera edición (Aprenda 3) provides your child's test results for each subject tested. This guide can be used to help you better understand this report.

Subtests and Totals
Total Lectura
Vocabulario
Comprensión de Lectura

## Subtests and Totals

The three subjects tested on the Aprenda 3 in grades eight through eleven are reading, mathematics, and language. In grade eight only, spelling also is tested. Reading and language include the subtests shown on this report. Descriptions of the content and skills for each subject and subtest are provided at the bottom of the Aprenda 3 Student Report.

Number Possible
84
30
54

## Number Possible

This is the number of questions on each subject or subtest. (If subtests are reported, the number of questions for the subtests adds up to the number of questions for the entire subject test.)

Number Correct
6
5
1

## Number Correct

This is the number of questions your child answered correctly for each subject or subtest.

Scaled Score
549
597
607

## Scaled Score

Scaled scores for any subject or subtest on the Aprenda 3 may range from 350 to 850. The Aprenda 3 scaled scores are a single scale across all grade levels for each subject (entire test) or subtest. They can be used to compare your child's achievement in each subject across years. It is important to note that the scaled scores for the Aprenda 3 were independently established for this test only. The scaled scores on this student report cannot be compared to the scale scores on the California Standards Tests (CSTs), which are reported on the STAR Student Report for the CSTs.

Reference PR-S
1-1
2-1
3-1

## Reference PR-S

Your child's performance also is reported as a reference group percentile rank (PR) and stanine (S). The reference group PR compares your child's results with a nationwide sample of scores of other Spanish-speaking students at the same grade level. The PR ranges from 1 to 99. A PR of 50 means that a student scored as well as or better than 50 percent of the students in the nationwide sample. Stanines range from 1 to 9, in which 1 is low, 9 is high, and 4 to 6 are average.

You can use stanines to compare your child's performance on the different subject tests and subtests. For example, a stanine of 7 in reading and a 4 in spelling indicates stronger performance in reading.

Reference NCE
1.0
6.7
1.0

## Reference NCE

The Reference Normal-Curve Equivalent (NCE) is a score that ranges from 1 to 99, with 50 as average. This score is used when scores are averaged for a group of students.

Reference Grade Percentile Bands						
1	10	30	50	70	90	99
-	-	-	-	-	-	-

## Reference Grade Percentile Bands

Bars are used to show the possible range of your child's achievement. If your child took the test again, his or her score would most likely fall within the range of scores included in each bar.

## Additional Information

In addition to descriptions of each subject or subtest, the lower portion of your child's report contains general suggestions for helping your child improve his or her achievement in a particular subject. Ask your child's teacher(s) for more specific suggestions to use in helping your child improve.

It is important to keep in mind that the Aprenda 3 Student Report is only one source of information about the progress your child is making in school. Classroom work, grades, and other test results also should be reviewed for a more complete picture of your child's academic progress.



# La guía de su Informe del Estudiante para la Aprenda, La prueba de logros en español, Tercera edición – Spanish Version

El Informe del Estudiante para la Aprenda: La prueba de logros en español, Tercera edición (Aprenda 3) provee los resultados de su hijo/a en esta prueba para el contenido evaluado. Esta guía le ayudara a mejor entender los resultados presentados en este informe.

## Subpruebas y Totales

Las tres áreas de contenido evaluadas en la Aprenda 3 para estudiantes del octavo al onceavo grado son lectura, matemáticas, y lenguaje. Para los estudiantes del octavo grado, también se les evalúa en ortografía. Las áreas de lectura y lenguaje también incluyen las subpruebas (categorías) que se muestran en este informe. Descripciones del contenido y las destrezas incluidas en cada área y subprueba están disponibles en la portada inferior del Informe del Estudiante para la Aprenda 3.

Subpruebas y Totales
Total Lectura
Vocabulario
Comprensión de Lectura

## Número Posible

Este es el número total de preguntas para cada área de contenido o subprueba. (Si hay subpruebas reportadas para una área de contenido, el número total de las preguntas de las subpruebas son igual al número de preguntas para esta área de contenido.)

Número Posible
84
30
54

## Número Correcto

Este es el número de respuestas correctas que su hijo/a obtuvo para cada área de contenido o subprueba.

Número Correcto
5
5
0

## Puntuación de Escala

Las puntuaciones de escala para cada área de contenido o subprueba de la Aprenda 3 se basan en una escala que va de 350 a 850. Las puntuaciones de escala de la Aprenda 3 para todos los grados en cada área de contenido o subprueba se basan en una sola escala. Por eso, se pueden usar las puntuaciones de escala dentro de cada área de contenido o subprueba para comparar el rendimiento de su hijo/a a través de los años. Es importante tomar en cuenta que las puntuaciones de escala de la Aprenda 3 fueron establecidas únicamente para esta prueba. Estas puntuaciones de escala

Puntuación de Escala
537
591
400

no se pueden comparar con las puntuaciones o calificaciones de escala reportadas para las Pruebas de los estándares académicos de California (conocidas en inglés como las pruebas CST). Las calificaciones de estas pruebas están reportadas en el Reporte individual de los resultados de STAR para las pruebas CST.

PR-S Referencia
1-1
2-1
3-1

## PR-S de Referencia

El rendimiento de su hijo/a también se reporta como un rango de percentil de referencia (PR) y un *stanine*. El PR de referencia compara el resultado de su hijo/a con los resultados de una muestra nacional de estudiantes hispanohablantes del mismo grado. El PR va de 1 a 99. Un PR de 50 significa que el estudiante obtuvo una calificación igual o mejor a las calificaciones obtenidas por los estudiantes hispanohablantes en la muestra nacional. *Stanines* van del 1 al 9, con 1 indicando un rendimiento bien bajo, 9 indicando un rendimiento bien alto, y 4 a 6 indicando un rendimiento promedio.

*Stanines* se pueden usar para comparar el rendimiento de su hijo/a en diferentes áreas de contenido y subpruebas. Por ejemplo, un *stanine* de 7 en lectura comparado a un 4 en ortografía significa mejor rendimiento en lectura.

NCE Referencia
1.0
6.7
1.0

## NCE de Referencia

El NCE de referencia es una calificación que va de 1 a 99, con un promedio de 50. Esta es la calificación que se usa cuando se necesita calcular una calificación promedio para un grupo de estudiantes.

Bandas del Percentil de Referencia del Grado						
1	10	30	50	70	90	99
■						
■						

## Bandas de los Percentil de Referencia del Grado

Se usan bandas para mostrar la posible variación en las calificaciones que muestran el rendimiento de su hijo/a. Si su hijo/a volviera a tomar esta prueba, su calificación probablemente caería dentro de las calificaciones incluidas en cada banda.

## Información Adicional

Además de incluir descripciones de las áreas de contenido y subpruebas, la parte inferior de la portada del informe de su hijo/a incluye sugerencias generales para ayudar a su hijo/a mejorar su rendimiento en cada una de las áreas de contenido evaluadas. Consulte con los maestro(s) de su

hijo/a para sugerencias más específicas que puede usar para ayudar con la mejora académica de su hijo/a.

Es importante tomar en cuenta que el Informe del Estudiante para la Aprenda 3 es solo una fuente de información acerca del progreso escolar de su hijo/a. Los trabajos del salón de clase, las calificaciones escolares, y los resultados de otras pruebas también deben ser repasadas para darse una idea más completa sobre el progreso académico de su hijo/a.

# **Student Reports Explaining 2008 STAR Program Student Reports to Parents and Guardians**

## **Resources for Use by School District and School Staff**

### **Appendix**

**Resources Available on the Internet**



# Resources Available on the Internet

**Academic Performance Index (API)**

<http://www.cde.ca.gov/ta/ac/ap/index.asp>

**Adequately Yearly Progress (AYP)**

<http://www.cde.ca.gov/ta/ac/ay/index.asp>

**California Content Standards**

<http://www.cde.ca.gov/be/st/ss/>

**California Reading List**

<http://www.cde.ca.gov/ta/tg/sr/readinglist.asp>

**California Standards Tests (CSTs)**

<http://www.cde.ca.gov/ta/tg/sr/resources.asp>

**CST in Writing**

<http://www.cde.ca.gov/ta/tg/sr/resources.asp>

**CST Released Test Questions**

<http://www.cde.ca.gov/ta/tg/sr/resources.asp>

**DataQuest Parents Reference Page**

<http://dq.cde.ca.gov/dataquest/DQP.htm>

***Matrix 1. Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments (October 2007) (for all statewide assessments except the CMA)***

<http://www.cde.ca.gov/ta/tg/sa/>

***Matrix 2. Matrix of Test Variations for Administration of California Statewide Assessments for English Learners (October 2007) (for all statewide assessments except the CMA)***

<http://www.cde.ca.gov/ta/tg/sa/>

**Matrix of the California Modified Assessment Test Variations and Accommodations for the 2008 Administration**

(Note: This document can be found in “Appropriate test variations and accommodations for the 2008 administration of the California Modified Assessment (CMA) based on the study of item format and delivery mode from the CMA.”)

<http://www.cde.ca.gov/ta/tg/sr/cmastar.asp>

**Standardized Testing and Reporting (STAR) Program**

<http://www.cde.ca.gov/ta/tg/sr/>

**STAR California Alternate Performance Assessment (CAPA) Blueprints**

<http://www.cde.ca.gov/ta/tg/sr/capablueprints.asp>

**STAR California Modified Assessment (CMA) Blueprints**

<http://www.cde.ca.gov/ta/tg/sr/cmablueprints.asp>

**STAR CST Blueprints**

<http://www.cde.ca.gov/ta/tg/sr/blueprints.asp>

**STAR Standards-based Tests in Spanish (STS) Blueprints**

<http://www.cde.ca.gov/ta/tg/sr/stsblueprints.asp>

**STAR 2008 Test Results**

(Note: School, district, county and statewide summary results are available on this Web page.)

<http://star.cde.ca.gov>

**Outside Sources****California State University (CSU) English Success**

<http://www.csuenglishsuccess.org> (Outside Source)

**CSU Math Success**

<http://www.csumathsuccess.org> (Outside Source)

**CTB/McGraw-Hill**

<http://www.ctb.com> (Outside Source)

**Early Assessment Program**

<http://www.calstate.edu/eap/> (Outside Source)